



# The 16th Asia TEFL 1st MAAL & 6th HAAL 2018 International Conference

27-29 June 2018

## *Abstract Booklet*

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**Keynote speaker**

# **A New Way of Thinking**

Diane Larsen-Freeman  
University of Michigan

It is said that the only thing constant is change itself. Nowhere is this more the case than in language education. Globalization has brought about mobility of student populations, technological innovation, has challenged traditional ways of conceiving of the English language and its teaching and has even forced us to rethink the goal for learning English itself. I will begin this talk by elaborating on such changes, and I will go on to address the question of how teachers can cope with the constant changes. My answer will be informed by my theoretical commitment to Complexity Theory, which is essentially a theory of change. I will briefly introduce the theory, but spend more time showing how Complexity Theory gives us a new way to think about our field. I will explore such concepts as innovation, adaptation, improvisation, iteration, and inspiration. This new way of thinking is essentially in keeping with the complex and dynamic Zeitgeist of the modern world.

**Plenary Speaker**

# Technology and Language Learning: From print to algorithms

Rodney H. Jones  
University of Reading

In this talk I give a historical overview of the effects of technology on language learning from early printing and recording technologies to more recent digital and mobile technologies. I argue that all technologies are 'biased' towards different forms of learning and different kinds of language use. Technologies influence language learning in at least four ways. First, they influence the kinds of meanings that can be made with language, and thus, the kinds of meaning-making that learners are given the opportunity to practice. Second, they determine the ways we can preserve and transmit language, affecting the type of input learners are exposed to, as well as how they are able to reflect on their output. Third, they affect the kinds of interactions learners have with the language, the kinds of people they are able to interact with, and the roles they are able to play. Finally, technologies play a role in learners' ability to develop autonomy in their learning. Perhaps the most important recent technological development when it comes to language learning is the increasing capacity of digital texts to 'read their readers' (Jones, 2015), and to adapt themselves to individual users' needs or interests. Adaptive systems are a central component in most everyday internet experiences, such as online shopping sites, and search engines. I conclude with an exploration of how these new processes of 'algorithmic' reading and writing can affect language learning.

# Feedback Literacy Development for EFL Writing Teachers

Icy Lee

The Chinese University of Hong Kong

In L2 writing, “feedback literacy” refers to teachers’ ability to use feedback effectively to support student learning; it has a vital role to play in helping teachers deliver useful feedback and in enabling students to utilize feedback productively to improve their writing. Research, however, has shown that L2 writing teachers generally lack feedback literacy. In EFL contexts, feedback is primarily error-focused and teacher-dominated; it does not usually have the intended positive effect, and teachers themselves are ambivalent about the value of feedback.

Drawing on my previous research on feedback in writing conducted in Hong Kong classrooms, I examine how EFL teachers develop their feedback literacy in their specific contexts, consider the factors that facilitate their feedback literacy development, and discuss the issues and challenges they face. Through problematizing conventional feedback practices and engaging in reflective classroom inquiry, teachers can be helped to challenge common, taken-for-granted assumptions about the purposes and roles of feedback in EFL writing, and through undertaking small-scale classroom inquiry, teachers may discover new meanings about feedback in student writing. While teacher education is found to be a powerful facilitative factor for teachers’ feedback literacy development, various impediments inherent in teachers’ work contexts present great challenges to their ongoing feedback literacy development. I conclude the presentation with implications for EFL writing teacher feedback literacy development, teacher education, and future research.

# **Dialectical research method for instructed second language acquisition**

Wen Qiufang  
Beijing Foreign Studies University

In this talk, I will present the proposed dialectical research method (DRM) for instructed second language acquisition. DRM is characterized by three distinctive features: DRM deals with a complex problem rather than a simple problem to identify causal-effect relations. DRM emerges from interaction between theory and practice and its purpose is to improve both theory and practice at the same time. In the talk, I shall first explain what motivated me to propose and develop DRM. I would like to highlight that DRM was developed to measure the effects of the production-oriented approach (POA), which was promoted to overcome the weakness in English teaching at the tertiary level in China. Traditional methods failed to satisfy two requirements when evaluating the POA's effects: 1) high validity and 2) improving both theory and practice. I will then describe its theoretical framework, including its philosophical assumptions, i.e. ontological and epistemological beliefs. I shall also present its research procedure and list different types of data and data analysis in the DRM framework. Finally, I illustrate the DRM with examples to demonstrate how the DRM is implemented in research.

# **Where are Languages Learned? Globalization, Localization and Language Learning Environments**

Phil Benson  
Macquarie University

The idea of glocalization offers an attractive template on which to map out the possible futures of Asia TEFL in the face of the globalization of English and its dominant pedagogies. At the same time, we need to avoid what I will call 'too easy' applications of an idea that raises as many questions as it answers. Where exactly are the 'global' and the 'local' in regard to TEFL? What belongs to each of these domains, and how exactly does the process of glocalization bring them together? Is there a risk of conflating the local with national or cultural conservatism, or of slipping into a discourse of commodification in which TEFL becomes a global product in need of adaption to national markets? In addressing these questions, this paper will propose a bottom-up conceptualization of the local in Asia TEFL that begins from the individual in his or her language learning environment. By mapping out the actual and potential dimensions of these environments, I will argue, we can gain insight into the relationships between the local and global in TEFL within the lived experiences of those who are most impacted by them.

# **Critical Genre Analysis - Implications for English for Professional Communication**

Vijay K Bhatia  
Hellenic American University

The present-day glocalised workplace offers a number of challenges to ESP researchers as well as practitioners, some of which include, bridging gap between the academy and the professions, integrating discursive and professional practices, understanding and accounting for generic complexity, designing of interdiscursively authentic ESP materials, leading to the acquisition of professional expertise. In this plenary, I would like to address some of these concerns within the framework of critical genre theory (Bhatia, 2017) viewed as interdiscursive performance.

# **Teaching Writing across Elementary, Secondary and University Levels**

Luciana C. de Oliveira, Ph.D.  
University of Miami  
President, TESOL International Association (2018-2019)

This plenary describes a genre-based approach to writing instruction and provides specific strategies to incorporate writing in lessons. The presenter provides a model of writing instruction and describes a teaching/learning cycle with specific strategies and tips for teachers to address the writing demands for elementary, secondary and university students.

# 21st Century Learning: Going Beyond the Classroom Door

Gustavo González  
Freelance PD trainer, Argentina

The 21<sup>st</sup> century classroom is a land worth exploring. Behind that closed door, different possibilities await. But many other possibilities lie in wait outside the classroom as well.

Let's open and go beyond that door to discover what our students need. We, teachers, can make the new millennium classroom paradise or hell. The choice is ours!

During this 45-minute plenary, I will introduce the concept of "knowmads" (knowledge + nomads) and "Invisible Learning" (Morayec, 2008), I will briefly review the 7C's of 21<sup>st</sup> Century Learning (Trilling and Fadel): Critical thinking, Creativity, Collaboration, Communication, Cross-cultural understanding, Computing and ICT skills and Career and Life Skills, and I will review the concepts of Globalization and Glocalization.

All throughout my presentation, I will put these previous concepts into action by sharing class ideas that involve the use of emoji, music, video clips, images and tasks that will invite people's participation.

Hopefully, attendees will leave this plenary taking away lots of ideas to adopt and adapt to make them fit their lessons in the new millennium classroom and beyond.

# How can teachers be responsible language assessors?

Antony John Kunnan

University of Macau

Language assessments are noticeable everywhere in the educational context – from kindergarten all the way to high school, junior college, and onto university levels. These assessments may be large-scale assessments that are centrally organized by a government agency for a province/state or the whole country that are administered once a year. Or, they could also be small-scale assessments that are developed, administered, scored and reported by a single teacher or a group of teachers in a primary or high school or college. Such assessments may be conducted regularly, every week or month or term and may even be informal and continuous. In both cases, teachers are involved in teaching or in assessing their students. But do they know whether their assessments are fair and whether the institutions they are working in are just.

Thus, how can teachers become responsible language assessors through in-service or teacher-training programs and in their classroom practice? The first step would be for teachers to become aware of the guiding principles (such as fairness of assessments and assessment practice and justice in institutions who administer or use test scores) based on ethical thinking. The second step would be for teachers to understand what claims assessments are making (such as adequate opportunity-to-learn, clear meaningfulness and absence of bias, beneficial consequences, etc.). The third step would be for teachers to understand how assessment claims are supported by research findings (in the areas of opportunity-to-learn, meaningfulness, absence of bias, fairness, access, accommodations, and consequences). This talk will provide ideas to how this can be accomplished in teacher training programs.

# **Featured Speaker**

# **Cultural Influences on EFL/ESL Learning: The Case of Peer Feedback**

Guangwei Hu  
Nanyang Technological University

A salient line of research has attempted to interpret EFL/ESL learners' perceptions and practices in terms of national and/or ethnic cultural traits. This received view of culture, however, does not comport well with the often-reported conflicting findings about learners with the same national or ethnolinguistic backgrounds, and has been criticized for its essentializing and stereotyping nature. Thus, if culture is to remain a useful construct in EFL/ESL research and praxis, it needs to be reconceptualized. To this end, this presentation borrows the conceptual tool of "scale" from social theory and sociolinguistics to view culture as existing on different scales. The presentation then applies this scalar conception of culture to demonstrate how cultures on different scales can account for both the similarities and differences in perceptions and practices of peer feedback observed in three empirical studies of Chinese EFL/ESL learners. By way of conclusion, the presentation outlines a way of exploiting the affordances of scalar culture for understanding EFL/ESL learning in a globalized world.

# Automated Essay Scoring with Artificial Neural Network

Maocheng Liang  
Beijing Foreign Studies University

Research on Automated Essay Scoring (AES) began in the 1960's (Page 1968), when Ellis Page extracted a number of textual features from student essays and developed a generalized linear model (GLM) to predict essay scores. However, it was not until the late 1990's and the beginning of the new century that AES attracted more scholarly attention (Shermis & Burstein, 2003). Since then, several systems have been developed, some of them now being operational, including ETS's e-rater. Most of these systems, like Page's, predict essay scores with a GLM, a statistical approach which assumes that learners' writing proficiency develops linearly. Contrary to this assumption, many researchers (e.g., Larsen-Freeman, 1997) point out that this is not the case. This study reports our work with a technique in Deep Learning, namely, the Artificial Neural Network (ANN). Findings of the study indicate that ANN models generate more reliable scores.

# **Automated Essay Scoring with Artificial Neural Network**

Maocheng Liang  
Beijing Foreign Studies University

There has been increasing interest in recent years in the use of corpora in second language teaching. This presentation reports an empirical study which combines genre analysis and corpus linguistics in the teaching of essay writing to undergraduate students in an English as a Foreign Language setting. Data obtained from the students' performance on the move analysis and corpus linguistic tasks, their writing drafts, reflection papers, and questionnaires show that the combination of genre analysis and corpus linguistics was not only beneficial to the development of the students' writing skills but they also developed students' critical thinking and learner autonomy.

# **Teaching EIL from a post-native-speakerist perspective in an Asian context: 35 years of practice in Japan**

Nobuyuki Hino

Osaka University

Originally inspired by the indigenous Japanese philosophy of kokusai-eigo (international English), coupled with Larry E. Smith's concept of EIL (English as an International Language), the speaker has been teaching "de-Anglo-Americanized English" (Kunihiro, 1970) in Japan since the early 1980s, from a standpoint which may now be called "post-Anglophone" (Kirkpatrick, 2010) or "post-native-speakerist" (Houghton, 2014) perspectives. Based on his 35 years of pedagogical practice in EIL, along with its theoretical foundation built on the integration of EIL, WE (World Englishes), and ELF (English as a Lingua Franca) paradigms, he will discuss how English may be taught in changing glocalised Asia.

# **Teaching EIL from a post-native-speakerist perspective in an Asian context: 35 years of practice in Japan**

Nobuyuki Hino

Osaka University

In the world of multilingual context and local varieties of linguistic expression, there is not only an issue of teaching and learning “English” which is treated as a prime medium of communication among the world citizens, but also a matter of teaching and learning a group of “English” languages which is particularly conversed among people in specific fields.

International Language for Aviation (ILA) is one among them which possesses unique and rigid characteristics and is purposely derived from “English” by an International Organization to be specifically used among aviation personnel all over the world. The language itself is claimed as a difficult-to-perceive language by the outer circle which somehow leads to a question of which best practice should be implemented for an effective training.

To this end, a study to unfold linguistic properties of ILA has been conducted. It is to increase comprehension towards the language itself and to substantially contribute in determining teaching and learning direction as well as curriculum and material design.

# **Reflection and Deflection of the Glocalization of Tesol and “Tesology”**

Oryang Kwon

Professor Emeritus, Seoul National University, Korea

Official teaching of Western languages was introduced into East Asia in the 19th century, and English has been the most important Western language since its introduction. In East Asia, Tesol and “Tesology”, studies on Tesol, have been subject to change according to the political and social conditions of the region and the changes in the “inner circle” of the English language speaking academia. I will discuss how globalization of teaching and research has been, and is, affecting the field in East Asia, almost to the degree of Tesological imperialism, what the gap is between theory and practice, and whether we professionals have been and are doing our job well.

# **Mediated discourse analysis as a framework for designing and evaluating learning activities.**

Rodney H. Jones

University of Reading

In this workshop attendees will learn about the theoretical framework of mediated discourse analysis (Norris and Jones, 2005; Scollon, 2001), an approach to communication which focuses on how different kinds of tools (technologies, texts, and even things like classroom furniture) affect the kinds of social actions people are able to perform and the kinds of social identities they are able to assume. They will learn how to use this framework to design and evaluate teaching activities in order to determine how the different 'mediational means' teachers provide to learners to carry out these activities result in them being able to engage in actions and assume identities which are likely to result in long-term gains in literacy.

# **Implementation of dialectical research methodology in doing research on ELT in the real world**

Wen Qiufang

Beijing Foreign Studies University

The workshop focuses on how to conduct research on ELT in the real world by the dialectical research methodology(DRM). The workshop consists of three components. In the first component, participants discuss what kind of problems are suitable for the DRM and in what ways these problems are different from the ones investigated by other types of research methodologies. In the second component, the participants work at the research procedures by selecting one of the problems identified by the participants. In the third component, some suggestions are put forward for the participants to avoid potential difficulties in the use of DRM.

# **Mapping as a tool for self-reflection on language learning in and out-of-class**

Phil Benson

Macquarie University

This workshop will explore the potential of maps as a tool for learner development in the language classroom. By mapping out the environments in which they learn, or could learn, a language, learners visualize their learning processes. As a tool for reflection, these visualizations can help learners to explore relationships between in-class and out-of-class learning, to gain awareness of their management of time, space and social networks, and to ultimately expand the environments in which they learn. After briefly discussing some of the underlying principles of mapping as a tool for visualization and reflection, the workshop will introduce several techniques for using mapping in the classroom.

# **"Six Cs of Support for Scaffolding Across Grade Levels"**

Luciana C. de Oliveira, Ph.D.

University of Miami

President, TESOL International Association (2018-2019)

This session describes six Cs of scaffolding to support learners of English across grade levels. Using examples from teachers, the presenter describes a framework for planning instruction using the six Cs. Participants learn about different activities that are guided by the six Cs that can be modified for use in various classrooms.

# **What Lies Within: Helping Students Communicate Effectively and Affectively**

Gustavo González

Freelance PD trainer, Argentina

My workshop “What Lies Within: Helping Students Communicate Effectively and Affectively” is a blend between these two subthemes:

- 2) Methodologies and teaching approaches
- 9) Digital literacies/language learning and technology

Workshop abstract

Today, more than ever, with technology all around us, it is paramount for us teachers to include it in our lessons but remembering to appeal to our students’ hearts and intellect when it comes to designing engaging activities that will complement the course books. The use of “feel-thinking” activities will engage our students effectively and “affectively”, enabling them to express themselves meaningfully while enjoying their learning process. Let’s have a look-see at many ideas and activities that will invite our students’ creative and critical thinking skills to come to light as well as their feelings and emotions to come to life.

# Assessment as Learning in EFL Classrooms

Icy Lee

The Chinese University of Hong Kong

As a result of paradigm shift in assessment and evaluation, the past decade or so has seen an exponential growth of interest in assessment for learning (AFL). While AFL provides information to help students reinforce learning and to help teachers improve teaching, assessment as learning (AAL) further focuses on the role of the learner as the connector between assessment and learning (Earl & Katz, 2006), where all elements of assessment are designed with the purpose of promoting learning. The ultimate goal of AAL is to develop learners' autonomy so that they can become metacognitively aware of their own thought processes and the strategies they use to improve learning (Davies, Pantzopoulos & Gray, 2011).

How can EFL teachers promote assessment as learning (AAL) to engage students in an active process of thinking and reflecting so that they become more aware of their thought processes and the strategies used to improve learning? This workshop aims to familiarize participants with the purposes, principles and practice of AAL and to demonstrate how AAL can be promoted in EFL classrooms. Participants will leave the session with enhanced understanding of how AAL can be implemented in their own language classroom.

# **Spotlight Presentations**

# Researching and Teaching the English Language from a Glocalized Perspective

Aymen **Elsheikh** & Zohreh **Eslami**  
Texas A&M University at Qatar

Due to the spread of English language it is now considered as a global language. As such there are a range of commercial, economic, and industrial interests that are affiliated to it (Mahboob, 2011). Furthermore, the unprecedented spread of English language and its status as an international language has direct implications on the ways in which it is taught and learned. In this presentation, we highlight sociocultural, educational, and political issues that arise as a result of the spread of English language and its globalization. We focus on the power struggles in the teaching of Englishes and the training of language professionals in Expanding, Outer and Inner Circle contexts of English use (Kachru, 1990). We argue that these conflicts are ethical in nature and that a framework for addressing these ethical concerns must be incorporated into the theory and practice of language teaching and teacher training. Such a framework is needed so that language teaching and teacher training decisions will be better informed and more likely to contribute to a better balanced and morally sound pedagogy. The role of English as an international language and its relevance and implications for a glocalized approach to teaching and learning English will be discussed. Practical suggestions for classroom practice based on a glocalized approach to teaching English will be provided.

# **Effectiveness of Similar Ability Group Work to Encourage Low Level Students**

Chanthapanya, Chanthajorn

Teaching writing in a foreign language, especially English, is very challenging for EFL teachers in Laos. This is because it is hard for the teacher to get all students actively involved in the class activities during the writing process when teaching. In particular, only advanced students participate in the activities such as sharing ideas and giving examples in the writing tasks. In addition, writing teachers also keep seeking more effective teaching techniques for helping students enhance their class participation. Group work is a popular class activity frequently applied in the EFL writing class. However, there are a variety of ways to group students in the mixed-ability class. This presentation will show effectiveness of using similar ability group work in encouraging low level students to participate more during the writing process. This presentation will make English teachers more aware of being flexible when having students work in groups.

# **Gesture and the Acquisition of L2 English Tense and Aspect**

Congyi Joy Qu

The Chinese University of Hong Kong

As an important category of nonverbal behaviour, gesture is defined as the spontaneous, synchronized, and meaningful hand and arm movements produced by people when they speak (McNeill, 2005). “Gestures are spatio-visual phenomena influenced by contextual and socio-psychological factors, and also closely tied to sophisticated speaker-internal, linguistic processes” (Gullberg, 2008: 149). Gestures are closely linked to speech and mind, and they can offer valuable insights into the processes of L2 acquisition, like L1 transfer, processing difficulties, and interlanguage.

Conceptualization of time in mind can be expressed by verbal language through multiple means including morphological means (i.e. tense and aspect markings on verbs) (Bardovi-Harlig, 2000). Conceptualization of time in mind can also be expressed by nonverbal gesture. People first conceptualize abstract time as space in mind, and then map the concrete spatial representations onto gestures. These gestures, expressing temporality and occurring simultaneously with oral temporal devices such as tense and aspect marking, are called “Temporal Gestures” (Cooperrider et al, 2014: 1781), the intersection and linkage between gesture and tense-aspect system.

Previous research into L2 tense and aspect acquisition has mainly focused on verbal modality and neglected the nonverbal gesture modality. To study through gesture can add a more vivid and comprehensive dimension of teaching, learning, acquiring, and processing L2 tense and aspect. The study looks into the acquisition of L2 English tense and aspect through the lens of gesture. Combining both qualitative and quantitative, offline and online research methods and techniques from sociolinguistics, psycholinguistics, and language education, it discovers: 1) the roles of pedagogical gesture in teaching and learning L2 English tense and aspect; 2) the online processing of L2 English tense and aspect as reflected in sensitivity to and inhibitory control of temporal gesture-speech incongruencies; 3) the acquisitional trajectory of temporal gesturing as a developing system in its own right.

# **Changing Englishes: Implications for Curriculum and Pedagogy**

Moses **Samuel**  
Taylor's University Malaysia

This paper is in two parts. The first part provides an overview of the ways in which the subject 'English' within the school curriculum has been changing over the last few decades. It seeks to answer the question: What is English in the curriculum? Drawing the construction of the subject 'English' within the Southeast Asian context, it looks at some of the influences that have contributed to the shaping of the subject 'English,' specifically focusing on two broad influences. First, the processes of globalization have contributed to the spread of English worldwide while it, at the same time, has come into contact with other languages in the milieu in which it is used. Recognition of plurilingual environments and local varieties of English have challenged the ways in which English is conceived of and used within school settings. Second, the changes in technology have contributed to shifts in the way we think of English in the new semiotic environments which have arisen because of new technologies. Recognition of multimodality has challenged the ways in which meaning-making is thought about in the subject English. The second part of the paper exemplifies these trends and explores pedagogical responses in English lessons.

# **Action Research in I-DEA Classes**

**Yilin Sun**  
Seattle Colleges

Teachers are informed by research, and they can also be researchers thanks to their frequent contact with learners. It is imperative for teachers to be supported in carrying out quality action research (AR) as not all teachers are well trained. This session gives participants approaches to conducting action research. The speaker will also share strategies and resources from an action research project she conducted with adult education students in a new Washington State innovative project- I-DEA (Integrated Digital English Acceleration) funded by Gates Foundation. Participants will learn a variety of strategies, techniques and resources that they can use and/or adapt for their own action research in their teaching context to motivate and facilitate effective student learning.

# How suitable are TED talks for academic listening?

Peter Wingrove

The University of Hong Kong

To investigate the suitability of TED talks for academic listening in EAP contexts, this research paper compares Academic Vocabulary List (AVL) representation (Gardner & Davies, 2014), lexical density, and speech rate in a TED talk corpus and a lecture discourse corpus, which were both compiled for this study. 28 lecture series (727 lectures total) and 49 TED talks were analysed for AVL representation. TED talks were found to have lower AVL representation than the university lectures ( $t(75) = 4.95, p < 0.0001$ ). 43 oneminute samples from the Lecture Discourse Corpus and 47 one-minute samples from the TED Talk Corpus were analysed for lexical density, where no differences were found; and speech rate, which was found to be significantly faster in TED talks, in terms of syllables per second ( $t(98) = 4.23, p < 0.0001$ ) and words per minute ( $t(98) = 4.20, p < 0.0001$ ). A negative correlation was found between lexical density and syllables per second in the lecture discourse corpus ( $r = -0.343, p < 0.05$ ), where none was found in the TED talk corpus ( $r = -0.031, ns$ ), perhaps due to TED talks being a scripted genre. It is concluded that TED talk variation enables a range of academic listening applications.

# **Experience with mobile-assisted language learning (MALL): what's the story from the learners' side?**

Gavin Junjie **Wu**  
Department of English  
City University of Hong Kong

Mobile-assisted language learning (MALL) has been gaining momentum since the increasing popularity of smartphones (e.g. iPhone and Samsung). Many Asian regions have been exploring MALL with Taiwan and Japan being the entrepreneurs (Burston, 2015). However, it is not uncommon to find that many teachers still hold a hostile attitude towards the application of mobile technology to support students' learning. Additionally, little has been revealed in terms of Asian students' learning experience with mobile devices. This presentation aims to present a general pattern of Mainland Chinese learners' previous experience with MALL in a Chinese university. 235 participants, consisting of three cohorts of two different undergraduate programs, came from the department of English in a teacher-education university. A questionnaire was adapted from Ma (2016) and translated into Chinese for the convenience of the respondents. A WeChat-based focus group discussion provided further insights into Chinese students' former experience. Based on the data, results will be compared with Ma's findings from Hong Kong and other similar Asian projects from South Korea, Taiwan, Japan and Malaysia. The presentation will end with implications for various school stakeholders including students, teachers, and administrative teams.

**Paper Presentation**  
**Poster Presentation**  
**Workshops**  
**Colloquia**

# Issues in academic writing instruction

Fuad **Abdul Hamied**, Susan **Holzman**, Paul **McBride** & Masaki **Oda**  
Bar Ilan University  
Tamagawa University  
Indonesia University of Education

Theory and research inform the pedagogical concerns of instructors of academic writing in English. The presenters will offer insights into language form and function across three fields of inquiry: Critical Pedagogy, through which social relations and contexts not immediately apparent in a text's structure and features can be manifested; Systemic Functional Linguistic Genre Pedagogy, which examines how functional language descriptions may be used as resources for making meaning; and Corpus Linguistics, which reveals realities about language not previously evident to its users. Accordingly, discussions will focus firstly on tendencies towards standardisation, codification, 'correctness', remediation and control, as juxtaposed with teaching which prioritises communicative effectiveness as informed by ELF research. This will be followed by a presentation on SFL-GP which was found to help develop students' ability in writing argumentative texts in a tertiary EFL context in Indonesia and was of great significance for the students' writing improvement. And in conclusion, practical applications of corpus linguistics will be demonstrated, offering insights into 'standard' English language use, providing teachers and students who need to adhere to that standard the tools to implement it. It is hoped that this colloquium will provoke critical and creative thought among teachers and teacher educators.

# **Components assisting guessing meaning in reading comprehension**

Noorsyazura **Abdul Rahman**  
Ministry of Education Malaysia (MoE)

Comprehending a text is a complex process, be it for small children or university students. The interwoven components in reading could be very demanding for some and sometimes can result in frustration. Often readers encounter difficult words in their reading that hamper their understanding and slow their pace. In higher level examinations, a reading test carries the highest marks compared to other skills. In order to answer comprehension and vocabulary related questions, students need to be able to make sense of the text by applying effective reading strategies such as guessing meaning. This research attempts to explore the factors or components that participants rely on during their guessing process and their effects, should the participants ignore or not understand the difficult words. The data was collected through observations in class and interviewing two pre-university students aged 18. This research gives some insights on the areas that really play a part in participants' attempts to guess meaning. It combines factors such as prior knowledge, form and sound, semantics, and information available in the text. This research could help teachers to teach how to guess correctly and most importantly help students to understand difficult words in their reading.

# Perceptions towards the code-mixing of Bahasa and English

Nur Hafiz **Abdurahman**  
Universitas Pendidikan Indonesia

The growth of English worldwide has attracted many attitudinal studies towards English. In this expanding circle, however, there is limited literature which focuses in Indonesia. This article's objective is to explore attitudes towards varieties of English used in Indonesia. The method of this study is a quantitative analysis using an adapted version of a matched-guise questionnaire which was utilised hypothetically in daily interaction and computer-mediated communication contexts. There are 251 respondents in total who are of different ages, and all of them have been exposed to English for more than nine years. There are mainly two varieties of English: the standardised English and the local varieties of English, and *Bahasa*, which become the guises to be perceived by the respondents. These varieties are then perceived as relating to one of four traits – intelligence, sociability, likability and kindness – of the utterers. The findings of the study show that the variety of English and Bahasa which is grammatically independent, i.e. alternation, is perceived as more socially attractive, while the standardised English is perceived as more intelligent. The conclusion is that ideological and social factors may affect people's perception towards the use of English in Indonesia

# Vocabulary Journaling to Improve Reading Comprehension

Dhamotharan, Mogana|Lai, Eunice

Although the importance of vocabulary in language input (listening and reading) and output (speaking and writing) has long been established, time constraints and exam-oriented instruction in the Malaysian secondary school classrooms force teachers to prioritize content breadth rather than depth. In 2017, the Malaysian Ministry of Education implemented nationwide the new Standard Based Curriculum for Secondary Schools (*KSSM*). The integration of the Vocabulary Journal in the new textbook demonstrates the importance of vocabulary in language learning. This paper aims to present and share the findings of an action research study with a selected class of Form One students (13 year olds) engaged in vocabulary journaling to determine its effectiveness in enhancing vocabulary knowledge as well as reading comprehension. Vocabulary journals are also known as personalised dictionaries for learners of English as a Second Language (ESL) which allows them the freedom to include any information they deem relevant to the target words. To ease the process of deciding which information to be included, the vocabulary journaling used Frayer's (1969) Four Square Vocabulary Model. This paper will share the findings from the study on enlisting the vocabulary journal approach to enhance the learners' vocabulary range, thereby leading to improved reading comprehension.

# The problems and expectations of spreading CLIL in Japan

Rie **Adachi** & Yoshihiro **Nigo**  
Aichi university  
Japan Coast Guard Academy

This presentation explains the educational context for Content and Language Integrated Learning (henceforth, CLIL) in Japan and discusses some problems and expectations of CLIL lessons especially for young children. Japan will start English education for the third grade and higher from year 2020 onwards, and CLIL is now gaining in popularity in Japanese educational fields. For example, Dr Nigo has conducted some CLIL lessons in arithmetic, science and social studies based on the Multiple Intelligence (MI) Theory which Gardner (1993; 2006) advocated. Most importantly, CLIL is considered to be closely related to MI theory. The authors think CLIL has positive sides and negative sides in Japanese educational settings. In CLIL lessons teachers can use English in other subjects, which tends to lead to improving more students' motivation towards learning English. From MI Theory, as each student has different orientation and ability, s/he could have more potential for retaining's interest in learning a foreign language. However, if CLIL lessons are conducted focusing on English skills, students might lose interest in learning it. Showing some practical and useful information, we analyse the current situation and discuss the possibilities and difficulties to implement CLIL lessons into the Japanese educational context.

# **Pre-service teachers' experiences during teaching practicum: Between dreams and reality**

**Afrianto & Dahnilsyah**  
Universitas Riau

This paper reports findings of a case study investigating a group of pre-service teachers' (PSTs) experiences during teaching practicum as an important component of teacher education in Indonesia. It specifically explores expectations made by the PSTs before they embarked on the practicum and how they experienced the reality. The research project involved 10 participants of between 21 and 22 years of age selected by purposive random sampling. Data were gathered using semi-structured interviews prior to the teaching practicum and a focus-group discussion after the practicum. This study reveals that all PSTs had high expectations of their mentor teachers and supervising lecturers, as well as of the school principals to professionally guide them during the school placement. However, the reality they experienced was different from their dreams. Most of the participants reported that they had to deal with complicated problems: lack of professional support, feelings of rejection and isolation and perceived 'abuse of power' during the practicum. To deal with these issues, suggestions are made to improve certain aspects of the practicum. It is important to reform the management of the practicum, to standardise the recruitment of mentor teachers, to build a strong school-university partnership, and to encourage a stronger sense of collegiality during the practicum.

# Using concepts of sociocultural theory for researching teachers' ideologies of English

Dery Tria **Agustin**

Faculty of Education, Monash University

Despite a growing number of studies on teachers' ideologies of English – fundamental sets of beliefs about English, there lacks a conceptual framework for studying where such ideologies originate and how they are acquired and developed during the teachers' individual ontogenesis. Defining ideologies, Van Dijk (2006) states that ideologies are shared by members of a social group, gradually acquired, and developed (reinforced or changed) over a long period of time. Drawing on Vygotsky's (1978, 1981a, 1981b, 1997) sociocultural theory, this paper will argue about the applicability of concepts such as *social genesis of higher mental functions*, *mediation by artefacts*, and the *genetic method* for constituting the framework. The paper begins with a discussion on how the concept of *social origin of higher mental faculty* can be used to explain the social sources of teachers' ideologies. Arguments about *mediation by artefacts* as the lens to view the nature of ideology acquisition will follow. Then, the *genetic method* for investigating the development (reinforcement or change) of teachers' ideologies of English during their individual life trajectory will be explored. Finally, the paper will conclude by discussing the pedagogical implications.

# **Understanding and teaching visually impaired students**

**Lotfi Ahmed**  
UAE University

The role of this workshop is to introduce basic knowledge of the blindness field in real-life situations, in which the teacher can interact with sensitivity and confidence with people who are visually impaired. The concept of etiquette will be covered; i.e. proper words and actions that should be used when interacting with persons who have visual impairment. The process of adjustment to vision loss will also be discussed with its implications for learning, development and self-esteem. Myths and assumptions about people who are visually impaired will be clarified and debunked. Practical tips and strategies related to classroom environmental modifications to maximise learning will be discussed.

# The identity development of primary English teachers in South Korea

Kyungja Ahn

Seoul National University of Education

This study aims to examine the identities of primary English teachers in South Korea. The participants were 20 primary English teachers enrolled in a graduate seminar on L2 teacher education taught by the researcher. The participants reflected on and developed their teacher identities through writing autobiographic essays and journals, reading studies on L2 teacher identities, and classroom discussions. Several themes emerged through content analysis. The teachers had similarities and differences in terms of their perceptions about English teachers' professional identities as well as their identities as pre-service teachers, novice teachers, experienced teachers and graduate students. In particular, the critical factors influencing the formation and development of their primary English teacher identities included personal factors (their English and English instructional skills), educational factors (participation in teacher education programs), contextual factors (co-teaching with native English speaking teachers and teaching English as English subject teachers or homeroom teachers), and macro-structural factors (the national curricular reforms and the teaching English in English policy). It was found that the graduate seminar provided a mediational space for the teachers to reflect on and develop English teacher identities. Important implications regarding primary English teacher identities and teacher education are discussed.

# **EFL learners' perceptions of EMI courses and translanguaging in higher education**

**So-Yeon Ahn**

City University of Hong Kong

Many Korean universities currently employ and encourage English medium instruction (EMI) for its effectiveness in improving students' English proficiency (Byun et al., 2011). As the actual effectiveness of EMI is continuously questioned and examined (Malmström, Pecorari, & Gustafsson, 2016), some Korean universities have decided to provide EMI courses as optional, while some maintain their decision to mandate EMI courses. In this educational climate, the paper reports the findings from a set of semi-structured interviews with ten Korean undergraduate students to explore their understandings of translanguaging and EMI courses. The findings underscore how the discourses around the use of EMI in higher education rely on a combination of multiple ideologies, but the overriding belief is often the same: EMI in English learning contexts is beneficial, though under certain circumstances. Alongside multiple ideologies about English language learning and EMI, the findings also capture the tensions and conflicts students demonstrate in terms of their beliefs on good English education and the reality of EMI instruction as well as their view on translanguaging as a means to alleviate foreign language anxiety. The study argues for translanguaging as a potential medium of instruction and provides pedagogical implications to better promote EMI in the EFL context.

# **Interactive activities for teaching grammar communicatively**

Aisulu **Aibat**

English Teaching Mentor Program

Education methodology is rapidly changing in our modern world. There is a transition in the classroom towards communication and a transition away from teacher-centred teaching. Teachers are now facilitators, encouraging students to use the language and practice in a verbal context. In this workshop teachers will observe techniques and interactive activities. Teachers spoon feeding students, using too much grammar translation, or using only bookwork do not prepare students for real life. In life, the conversations you have are not the same as in the book. Teachers should prepare students for real-life situations and give them tools to succeed as well as have an interest in learning a language through the use of engaging activities. In this workshop teachers will gain many useful tools. First, teachers will get ideas and inspiration for how to teach grammar communicatively. Next, teachers will see examples for interactive activities to use in the classroom. Finally, teachers who attend this workshop will be encouraged to transition from teacher-centred learning to a student-centred learning environment. This workshop is aimed towards ESL teachers who work at the primary, secondary and university levels. Students who specifically want to improve classroom engagement are encouraged to attend.

# **Use of Google (cloud) for group presentations for speaking, writing, listening, interaction and auto-scoring quiz**

Noriko **Akiho-Toyoda**  
Meikai University  
S&N Information Limited  
Hosei University

Google academic provides students and teachers so many opportunities for language learning and it saves teachers' time drastically. I've been using Google slides for group presentations so that I can keep checking their progress, while students can easily collaborate online to create a presentation where they need to write a public speech. At the presentation, using the Google app allows you stress-free data management, i.e. no USB required. Students intensively listen to other presentations which results in improvement in their listening skills. They are not very active during Q&A sessions in English at first, but soon you will notice hands raised here and there after several months. I was aware that presentations are a good way of teaching English, but Google Slide makes my life much easier as I can monitor their files online. Another function I've been enjoying is Google Form with the new Quiz format. You can set scores, feedback, etc., and a test taker can immediately get the score, questions wrongly answered, explanation and feedback while it automatically gives you the result in charts and tables. This presentation contains my actual uses of Google Slides, Form, Classroom and other functions.

# Praxis of non-verbal communication skills: How to merge into syllabi and lessons

Noriko **Akiho-Toyoda** & Janica **Southwick-Sims**

Meikai University

J-Cast JolArts Co., Ltd.

S&N Information Limited

We have been proposing how non-verbal communication skills are different in two languages and misuse of non-verbal gestures sends mixed messages to cause all sorts of miscommunications. You can see the before and after changes of a typical Japanese learner who acquired an understanding of the differences from this 1-minute video: <https://youtu.be/Llf9A6mxGAK>. Dushay mentioned the interesting phenomenon in his doctoral dissertation as L2 learners/users use less gesticulation in expressing their message in L2 than in L1 (Dishay 1991). We also point out that by acquiring nonverbal communication skills, learners think deeply about the L1 culture and reflect on both L1 and L2. In the previous presentation, we re-examined how to merge this skill teaching into syllabi, showing successful and unsuccessful cases. This year, we would like to show our successful results of using Skype with four remedial-level Japanese students (CEFR A0 - A1-2). The data collected from native speakers ( $n=66$ ) will be re-examined and we will propose how to effectively teach non-verbal communication skills via Skype and in a classroom setting.

# **Improving writing accuracy: Online discussion forum and corrective feedback**

**Akmal**

University of Ahmad Dahlan

The effectiveness of direct and indirect corrective feedback on the writing accuracy of EFL/ESL students has been actively discussed since 1977 (Chaudron, 1977; Truscott, 1996; Ferris, 1999; Purnawarman, 2011; Van Beuningen, 2012; Zaman & Azad, 2012; Ghandi & Maghsoudi, 2014; Wiliyanti et al., 2015). Numerous studies also had been conducted on teachers' and peers' feedback within CALL and blog environments or computer-mediated communication (Matsumura & Hann, 2004; Black, 2005; Jones, Garralda, Lie, & Lock, 2006; Pan, 2010; Marboyeh, 2011, Lin & Yang, 2011; Cifci & Kocoghu, 2012; Srichnyachon, 2012; Abu Seileek, 2012; Abu Seileek & Rabab'ah, 2013; Abu Seileek, 2014; Redmon & Berger, 2014; Salter & Connedy, 2015; Aljeraisly et al., 2015 ). Nevertheless, no references were found in the implementation of an online discussion forum (ODF) with teachers' and peers' direct-focused corrective feedback. This research was conducted to investigate its efficacy on the writing accuracy of bachelor students at the Faculty of Economics and Business, Universitas Gadjah Mada, Yogyakarta, Indonesia. A pre-post quasi-experimental design was employed in a six-month longitudinal study. The results show that direct-focused feedback given by the teacher and peers through an online discussion forum has a significant effect on students' writing accuracy. Details and implications of these findings are discussed.

# **Evaluation of outcomes-based high school English curricula using Stake's Congruence-Contingency Model**

Elen Joy **Alata**  
St. Scholastica's College Manila

Outcomes-based education (OBE) is a current initiative in Philippine higher education institutions (HEIs) and high schools with widespread backing by government and standards bodies. However, direct studies of OBE intended curricula vis-à-vis their implementations in the classroom are lacking. This descriptive exploratory study looks into two exclusive junior high schools utilising outcomes-based English curricula. Representative classes from all levels of junior high school have been observed. Feedback on the best practices and challenges to implementation has also been sought from the teachers. Findings show that OBE curriculum preparation had been tedious, challenging and laborious. There have been limitations in the time, training and tools of teachers. Among the best practices noted by teachers are teacher knowledge on OBE, horizontal and vertical articulation, provision of clear parameters/standards of learning, aligned, authentic and appropriate classroom activities, and constant monitoring. There have been discrepancies though in terms of students' mastery of skills and time for preparation of outputs. Students do not always demonstrate the intended outcomes (knowledge, skills, values and attitudes) the same way and at the same time. Successful OBE implementation requires schools to have clear vision-mission-goals (VMG) and a collegial relationship among faculty who are experts in their discipline and pedagogy.

# **The legal appropriations in memoranda of agreement (MOA): A critical genre analysis**

Ruth **Alido**

Philippine Normal University

Bhatia (2017) points out that there is a need for a more critical investigation of professional genres that go beyond the ESP-inspired genre framework in order to make the professional practices in these academic and professional contexts more comprehensible. Although linguistic and rhetorical analyses remain effective, if not the more popular frameworks in discourse and genre analysis, these give only a partial view of the genre in providing input on language use in specific contexts. Bhatia contends that the Critical Genre Analysis (CGA) framework is multidimensional and extends the analysis to include practices and actions of professional communities among them corporations, institutions and professional organisations. Yet, Bhatia believes that each individual member has “flexibility to incorporate ‘private intentions’ within the concepts of professionally shared values, genre conventions, and professional cultures”. This paper has two important objectives. First, it will look into the legal appropriations by considering the lexical features and structural moves of the MOA for academic collaborations. Second, the paper will consider how the MOA for academic collaborations account for the mutual agreement in the negotiations and that the legal appropriations ensure consistency in the interpretation of the provisions and obligations of the parties concerned.

# **Gauging students' visual literacy skills through short film analysis**

Jocelyn **Alimondo**  
University of Baguio

Students nowadays are highly visual. Still pictures, films, virtual educational games, among others, normally accompany teachers' presentations already. The proliferation of these various visual arts eventually changed what it means to be literate in our modern world. Owing to this, this paper explored the level of visual literacy skills of Grade 12 students through short film analysis, since this is one genre that is popular these days. The data-gathering commenced by having ten Grade 12 classes watch a short film. Then they were asked to answer an open-ended questionnaire about the film. Twenty papers were selected randomly from each class and were subjected to directed content analysis. Findings of the study show that 60% of the students failed to interpret the short film based on its content. Forty per cent of the students somehow had discussions based on the film but 70% settled on the literal level of interpretation, 12% were categorised at a critical level, 10% at the inferential level, and 8% at the creative level. Implications and pertinent recommendations about the possible inclusion of visual literacy instruction in the language curriculum conclude the paper.

# **The use of corpora in the foreign language classroom in higher education: Teachers' perspectives**

Awatif **Alruwaili**  
University of Nottingham

This paper aims to bridge the gap between corpus linguists' enthusiasm about the language-pedagogical potential of corpus linguistics (CL) on one hand, and the reality of English language teaching in a foreign context on the other. This study is particularly interested in ways to transform classrooms into learning environments that truly facilitate the use of CL for learning English in an EFL context. This study aims to explore teachers' dispositions towards the use of corpora in language classrooms. Thus, a training course was designed to show teachers possible ways of using corpora in the classroom. Then, the in-service teachers' attitudes were investigated by administering a questionnaire. Data were gathered through questionnaires and post-course semi-structured interviews. The analysis of the data revealed that the questionnaire produced an excellent measure of internal consistency ( $\alpha$  .90). The teachers displayed moderately positive attitudes towards the use of CL in the classroom, which is considered a good start to integrating CL in the classroom. The study identified several factors that may facilitate or hinder corpora use in the classroom, from the teachers' perspectives. Most of the barriers can be eliminated by more proactive efforts, such as more training, free resources and ready-made teaching materials.

# Lampung culture-based English lesson plan and classroom activities

Helta **Anggia**, Noning **Verawati** & Arnes **Vandika**  
Bandar Lampung University

According to the previous research, the proportion of Lampung culture in English language teaching is zero percent in Bandar Lampung high schools. In fact, the insertion of Lampung culture in both the English lesson plan and its classroom activities will come with several advantages; for example, students will increase their awareness of their local culture, they will be able to promote Lampung culture as their identity internationally, and researches in this field can be developed in order to promote glocalisation which incorporates the local culture into English language teaching. This study used a descriptive qualitative approach to implement and investigate previously designed materials and activities in English classrooms of four different high schools in Bandar Lampung. The findings showed a significant result in which the implementation of a hundred percent Lampung culture content within a session of English teaching and learning process did not alter the students' target language acquisition goal.

# Revisiting the L2 Motivational Self System: Focusing on Self-Discrepancy

Takumi **Aoyama**

Centre for Applied Linguistics, University of Warwick

In the past 10 years in the area of L2 motivation research, L2 motivational self system (L2MSS: Dörnyei, 2005) has been adopted as a core concept by many researchers (Boo, Dörnyei, & Ryan, 2015). In theory, L2MSS adopts possible selves theory (Markus & Nurius, 1986) and self-discrepancy theory (Higgins, 1987) which consider the gap between actual self and possible self as a motivating power. However, most previous studies using L2MSS put emphasis only on the relationship between ideal L2 self and intended language learning effort, and the role of self-discrepancy in language learning is still underresearched. Therefore, this study aims to investigate to what extent the discrepancies between Japanese EFL learners' current L2 self and ideal L2 self relate to their intended efforts to learn English. Data were collected using a paper- and web-based questionnaire which consists of 24 five-point scale items to measure learners' current L2 self, ideal L2 self and intended efforts, and over 200 Japanese high school and university level students have participated in the study. Based on the outcomes of structural equation modelling, the motivating power of self-discrepancies in language learners' actual and possible selves will be discussed, and the talk concludes with a future research agenda.

# **The implementation of collaborative writing in the online platform**

Lidwina Sri **Ardiasih**  
Universitas Terbuka

During the last decade, writing as a language productive skill has changed from product-oriented into process-oriented. Writing learners do not merely focus on the product of writing, but more on the process, in which they have to follow certain steps. The teacher is the one who take responsibility for guiding students to develop an excellent sort of writing as well as helping them work on their writing process. Related to this phenomenon, Universitas Terbuka (UT) as a higher education institution applying distance learning has a chance to provide an online platform to enhance students' writing skills. The tutors of UT have to use appropriate methods to support the learners' learning process. In this paper, the writer focuses on enhancing students' skills in writing essays. It aimed at describing the current teaching and learning of writing in general, describing an online learning platform implemented at UT, and discussing online collaborative techniques that can be used to help learners develop their writing. The result shows that UT has provided an online platform to support learners' writing process facilitated with online collaborative writing techniques.

# The role of metalinguistic information in written feedback

Yoko **Asari**

Tokyo University of Science

A substantial body of empirical studies has been conducted to investigate to what extent learners benefit from written feedback. Previous studies have shown that the efficacy of written feedback relies heavily on whether learners are able to utilise the negative and/or positive evidence in the feedback in order to produce modified output (i.e. reformulation of their error). The present study examined whether indirect feedback accompanied by verbal metalinguistic information could facilitate learners' production of modified output and hence contribute to their gain in accuracy in the use of English articles. The results of the post-test administered after treatment sessions that were conducted in the space of six weeks revealed that the learners in the experimental group (indirect feedback plus metalinguistic information,  $n = 41$ ) were able to make significant progress and outperform those in the control group (indirect feedback only,  $n = 41$ ). Given that the learners in the experimental group revised their errors more accurately, the results of the present study stress the importance of metalinguistic explanation in helping learners notice the gap between their interlanguage and the target language not only at the level of noticing but also at the level of understanding.

# **Supporting EFL students' critical communication skills through problem-based speaking materials**

**Ashadi & Nur Rahmawati**  
Universitas Negeri Yogyakarta

Improving speaking skills becomes a huge challenge for English teachers in Indonesia public schools due to the sway of high-stakes testing. Developing problem-based English speaking materials with elements of critical thinking skills may offer a solution. This study adopts a development research design by adapting Jolly and Bolitho's model (1998) and involving 90 students and two teachers. Needs analysis information was gathered through observations, tests, interviews, questionnaires, and relevant documents to accommodate the students' learning and target needs. The data were analysed thematically leading to the construction of a course grid. This was then used as a base to develop six units of supplementary materials for teaching speaking, each of which consists of six sections reflecting the problem-based stages. Validated through an expert judgment process, the materials gained a mean score of 3.69 for all chapters in a 4 scale range. Limitations of the study and further impacts on improved critical thinking skills are discussed further, with highlights on a genre-based approach and the implemented curriculum.

# Dateline vs deadline

Khin **Aye**

Swinburne University of Technology, Sarawak Campus  
Sarawak Campus

The impact of phonological and grammatical features of people's first language has widely been discussed in the literature of the world Englishes. It is commonly known that the words 'dateline' and 'deadline' are two words with different semantics. The former means 'a line at the head of a newspaper article which shows the date and place of writing' whereas the latter means 'the last time or date of the set completion of something'. In Kuching, Sarawak, however, in some students' writing, the word 'dateline' has been observed to be used where the word 'deadline' is required. This study tries to explore the possible reasons why this substitution or *lexical fossilisation* takes place. First, an investigation of the phonology of two lingua francas used in Sarawak, that is, Sarawak Malay and Iban, in comparison with that of English was conducted. Informal discussions with some English teachers in Kuching were held. Findings of this study suggest that this lexical fossilisation is a showcase of an interplay between language transfer and second language processing whereby language transfer leads to learners' confusion in phonological perception and semantic transparency may have resulted in the selection of 'dateline' instead of 'deadline'.

# English proficiency of university students: Its contributing factors and impact on student achievement

Siti Nurul **Azkiyah** & Khairun **Nisa**  
UIN Syarif Hidayatullah Jakarta

Investigating underlying factors which play roles in the attainment of English proficiency is crucial since it is an essential international language, which governments worldwide require their students to learn. Also, the mastery of English has been strongly argued to contribute to academic performance. Therefore, this study is intended to understand background variables (limited to educational background) which contribute to English proficiency as measured by ETIC (English Test for Islamic Communities), and the impact of this competence on academic performance. In total, 109 students participated in the study and students' data on their English proficiency and GPA were collected. After correlation analysis, the findings indicated that students' English proficiency correlated significantly with their academic achievement ( $r = 0.527$ ,  $p = 0.000$ ). Using ANOVA analysis, the result showed that students' educational background influenced their English proficiency ( $p = 0.004$ ). However, the last result suggests that students' educational background did not influence their academic achievement ( $p = 0.72$ ). An interview was also conducted in this study, which revealed that students with high academic performance received greater English learning time, were involved in English learning guidance service, used the language laboratory, and participated in English extracurricular activities when they were in secondary education.

# **Comparing the vocabulary profiles of Indonesia's English textbooks and national examination texts**

**Aziez**

Muhammadiyah University of Purwokerto, Indonesia

This study sought (1) to find out the vocabulary levels of junior high school (JHS) and senior high school (SHS) textbooks (TB); (2) to map the vocabulary levels of JHS and SHS national examinations (NE) texts; and (3) to compare the vocabulary levels, the number of interdisciplinary academic words, and the number of words beyond the 2,000 high-frequency English words among those documents. Research results revealed that (1) JHS TBs for grades 7–9 belonged to K4, K4 and K6 levels (i.e. knowing 4,000–6,000 words is required to comprehend these texts) and SHS TBs for grades 10–12 belonged to K7, K6 and K5 levels; (2) the vocabulary levels of JHS NE texts belonged to K4–K7 and SHS NE texts belonged to K3–K5, respectively; and (3) the vocabulary levels of JHS TB were lower than those of SHS TB, while JHS NE texts were higher than SHS NE texts. Regarding the words beyond K2, the JHS and SHS NE texts respectively covered 24.03% and 24.31%, while JHS and SHS TB covered only 8.65% and 12.14%. And for the academic words, JHS and SHS TB contained 1.76% and 3.65% and JHS and SHS NE texts contained 3.26% and 4.65%, respectively.

**A study on Korean high school students' use of digital  
English learning environments:  
Focusing on the interrelations between language learning  
strategies and learner variables.**

Jiyoung **Bae** & Gyoomi **Kim**  
Kongju National University  
Semyung University

The purpose of this study is to investigate Korean students' learning strategies used for learning English in a digital language learning environment and to analyse the interrelations between their use of learning strategies and individual learner variables such as gender, grade, proficiency level, and English learning experience. The participants of the study were 417 students selected from two public high schools located in the Chungnam area. A questionnaire was developed to examine the use of digital English learning strategies based on Oxford's (1990) SILL and distributed in a pencil-and-paper form. Data collected from the 417 participants were statistically analysed, and the findings are as follows. First, the most frequently used strategy category was compensation strategies, followed by memory and metacognitive strategies. Second, most learner variables included in this study showed statistically significant relationships with digital learning strategy use, but social strategies did not show significant relationship with gender, grade, and the period of English learning. From these findings, the study concludes that the understanding learning process in a digital English learning context is critical to make students strategic learners and eventually to develop students' digital literacy ability. The suggestions and implications for further study are presented.

# **Genre-based analysis of lexical complexity in Korean L2 college students' academic writing.**

Jiyoung **Bae** & Sujung **Min**  
Kongju National University

This study examines the degree of lexical complexity in Korean L2 college students' academic writing of four different genres and see whether the genre variation affects the lexical complexity in their writings. Using three dimensions, which consist of nine sub-dimensions, of lexical complexity measures as indices of L2 language development of writing, this study investigates whether genre difference has an impact on the degree of lexical complexity, and how patterns and scales are different among L2 learners' three proficiency levels. The study was based on data provided by 61 college level students, and participants submitted four different genres of academic writings. Participants' writings were scored by two raters based on the analytic scorings. The results revealed that Korean L2 writers generally tend to be affected by different genres when they write English essays. Additionally, more proficient writers used more varied vocabulary in their different genres of writings. Based on the overall findings of the study, lexical complexity showed significant genre differences among L2 academic writings.

# Learning strategies and classroom teachers

Ayana **Ban**  
Tamagawa University

In this presentation, I will discuss how teachers should take advantage of the findings from the studies in learning strategies in their classroom. The studies in learning strategies have helped ELT to develop learner autonomy. However, many classroom teachers do not have enough time to conduct a full-scale research for them to apply to their day-to-day teaching. I will report my ongoing study investigating possible methods teachers can use to investigate learning strategies to help their students. From my questionnaire study on learning strategies, I was able to find out different strategies the learners were using; however, I believe that I need to investigate whether the learners use the strategies consciously and whether their use of preferred strategies changes over a period of time. Therefore, diachronic studies seem to be important. These findings suggest that using a multifaceted approach for further studies would provide teachers with more insights on the issues. The presenter will suggest some examples of adopting the approach for small-scale studies conducted by teachers in their own teaching contexts.

# **Introducing Chinese culture into college English education in the context of glocalisation: Based on a case study of the reformed college English test**

**Jie Bao**

Tianjin University of Finance and Economics

English glocalisation has posed new challenges for English teaching in China which has long been focusing on standard language forms and target culture. In 2013, as a high-stakes national test which is used as a powerful way to evaluate and influence college English teaching and learning in China, the College English Test (CET4/6) went through a new round of reform, in which sentence translation changed into paragraph translation featuring Chinese culture. This paper, by using both qualitative and quantitative methods, tries to investigate students' performance in the new translation test, teachers' and students' reactions to translation item adjustment and the washback effects of the newly reformed CET4/6 on English teaching and learning in college. Findings in this paper show the weakness of current English education in the context of English glocalisation and the potential positive washback effect of the reformed CET4/6 on promoting the teaching of Chinese culture in college English education.

# **Developing visible thinking routines activities in an EAP course: Implementation and challenges**

Adam **Barker**, Jay **Bidal**, Issa **Ying** & Visanna **Lee**  
Hong Kong Polytechnic University

The aim of this workshop is to focus on how to design and implement class activities that adopt Visible Thinking Routines (VTR) to develop students' critical thinking in an English for Academic Purposes (EAP) course in Hong Kong. Visible Thinking Routines (VTR) are a widely recognised approach to engaging students actively in genuine critical enquiry in class, creating a culture of thinking among learners, and fostering a collaborative learning environment. In this workshop, a brief background of the current project in an English Language Centre in Hong Kong will be provided. Participants will have opportunities to experience and comment on some VTRs that have been adopted and implemented to facilitate learners' development of critical thinking mindsets and skills. Participants will also be encouraged to apply some VTR in their own teaching practice. The potential and challenges for applying VTR for the enhancement of critical enquiry among learners will be further discussed.

# **Assessment for Learning: Simple and Effective Strategies**

**Kim Beadle**  
British Council

Despite claims that student achievement could be notably improved through Assessment for Learning (AFL) (Black & William, 1998), for many teachers, assessment in the classroom tends to be of a summative nature. However, information derived from summative testing often comes after the fact and provides little opportunity for improving learning or teaching. AFL should be used alongside summative assessment. It provides evidence which can be used to adjust instruction to better meet student needs and helps learners see where they need to go in their learning and how best to get there. It is therefore motivating and encouraging, with its promotion of achievement rather than failure. It could be argued that implementing AFL incurs extra time or effort, and it may be added as an afterthought rather than being integrated into teaching practice and course development. However, there are simple techniques and methods that can be employed as a starting point for developing effective formative assessment tools. Along with discussing the theory of AFL, this workshop explores some of these methods such as collating information, strategic questioning and negotiated criteria, and models some short practical activities and strategies which can be taken away and immediately used in any teaching context.

# **Needs analysis for continuing professional development of Chinese teachers of English**

Peter **Beech**

University of Nottingham Ningbo China

There is widespread recognition of the desirability of continuing professional development for Chinese teachers of English (Yan, 2005; Xu & Connelly, 2009; Edwards & Li, 2011). However, obstacles to the implementation of communicative language teaching in China (Xiaoshan, 2011; Li & Bauldauf, 2011; Rao, 2013) tend to limit the design and content of teacher development courses. This presentation reports on the methods and findings of needs analyses conducted with groups of teachers prior to their attendance at teaching methodology courses at the University of Nottingham Ningbo China. These findings are compared with the results of surveys completed by teachers at the end of their courses in order to determine what type of professional development activities are most useful and beneficial for Chinese teachers of English. One of the most significant findings is that teachers highly valued the opportunity to participate in demonstration lessons taught by the trainers and micro-teaching carried out in groups, both of which were based on the textbooks that the teachers normally use in their own schools.

# **Web-based applications as an effective instrument to boost students' motivation**

Tatiana **Berkovich**

Vladivostok State University of Economics and Service

The development of modern technologies has given educators effective tools to stimulate students' interest in learning. It has become the university's priority to develop productive methods to engage both students and teachers in purposeful learning activities. This presentation is aimed at sharing the author's experience of using web-based applications such as Quizlet, Kahoot, EdPuzzle, etc. in teaching professional English to university students majoring in International Relations. The author makes suggestions on how to use web-based applications in the classroom to maximise students' involvement in the learning process. The presenter also emphasises the benefits of using web-based applications to achieve learning goals.

# Enhancing word understanding by reading literature in English

Jennifer **Bermudez**

Philippine Science High School Main Campus

This action research addresses the need to broaden students' understanding of scholarship from numerical constructs into an encompassing notion associated with citizenship. Participants were asked to read over a period of eight (8) months, three (3) works of fiction: *Things Fall Apart* by Chinua Achebe, *The White Tiger* by Aravind Adiga, and *Please Look After Mom* by Kyung Sook-Shin. Open-ended questionnaires and peer discussions helped crystallise their comprehension of the terminology under study. Based on written accounts of students who believe that the current educational reform's emphasis on science and technology should be complemented with adequate humanistic studies, this classroom practice proves Kidd and Castano's Theory of the Mind (2013) that literature may be utilised as a formative vehicle towards the development of sensitive minds and hearts which are vital to make students' rigorous scientific training oriented towards common good. The themes that emerged from the extended essays and reflection show an accentuated understanding of intelligence and the connection between study and schoolwork as forms of service towards family and society. This outcome could help strengthen the English curriculum by framing the task of reading as a potentially identity-defining experience towards exercising responsible tuition-free status and becoming scholars for a cause.

# Teaching English as a foreign language volunteer tourism

Joshua **Bernstein** & Kyle **Woosnam**

Thammasat University

University of Georgia

This research introduces the concept of teaching English as a foreign language volunteer tourism (TEFL VT) and considers this form of English-language teaching within the context of the Thai TEFL industry. TEFL VT is growing in popularity throughout Asia, and has the potential to assist countries like Thailand that heavily promote tourism yet have historically struggled to recruit and retain qualified English instructors and improve English proficiency. As such, this research addresses an important gap in the academic literature on English-language teaching, and furthers our understanding of an increasingly popular and emerging field in tourism. Employing content analysis of TEFL VT and TEFL position advertisements in an effort to critically examine and compare both, this study found differences in the description, qualifications, and benefits associated with each form of English-language teaching in Thailand. Practical implications along with future research directions are addressed.

# **English language teaching in the changing glocalised world: Research and praxis**

**Sandhya Bharadwaj**  
Higher Education Department, J&K Government  
J&K Government

The global demand for English is continuing to grow, entailing the immense requirement of its teaching and training across the plethora of socio-economic sectors in a developing country. Against this background, this paper reads the contours of the need for English education in such countries and the problems faced by the governments and the people to meet this demand. In the political context, in such countries the access to a global language such as English proves a pathway to better educational facilities becoming a dogmatic imperative. An Indian government report from 2006 describes the English language in India as being “a symbol of people’s aspirations for quality in education and fuller participation in national and international life”. This proves that the rhetoric of English for development is pervasive. The paper also addresses the fact that the provisions for meeting the demand for English education have to be strengthened with the support of a revised public policy and be cost effective to the exchequer.

# **Metaphors of career change: EAP teachers' professional identity formation as boundary workers**

Xin **Bi** & Cheri **Chan**  
The University of Hong Kong

This paper is the preliminary study of a larger project examining English for Academic Purposes (EAP) teachers' professional identity formation during career transition from being a general English (GE) teacher to an EAP teacher. The project is situated in the sociocultural context of recent English education curriculum reform in tertiary institutions in mainland China. The reform has attracted an increasing number of GE teachers transferring to EAP teaching. However, little research has been done to examine how the teachers are making sense of their new professional identities as EAP teaching professionals. This paper examines how four Chinese EAP teachers made sense of their career transition through the metaphors they shared in an online professional community (Craig, 2017). Drawing on the concepts of boundaries (Akkerman & Bakker, 2011) and teacher identities (Connelly & Clandinin, 1999), we will share how EAP teachers negotiate their identities as boundary workers, engaging in multiple boundaries during career transition. Findings show engaging in multiple boundaries can have risks and learning potentials. Implications for EAP teachers' professional development will be discussed.

# Digitising in-house materials: Process and product

Jay **Bidal**, Ryan **Hunter** & John **Iveson**  
The Hong Kong Polytechnic University

With almost all university students bringing smartphones and often other devices like laptops and tablets to class, there is less need for paper-based learning materials for courses. For programs that employ in-house materials fully or in part, a simple and expedient solution is to convert such materials into PDF format for use on mobile devices. However, research has found that students generally continue to prefer using paper-based materials unless the design and functionality of digitised materials are enhanced and clearly differentiated from the traditional paper versions. This presentation will describe a pilot project at The Hong Kong Polytechnic University's English Language Centre in which a selection of in-house materials were digitised and then piloted in an English course for a bring-your-own-device (BYOD) learning environment. The process by which suitable software for digitisation was selected and then augmented with authoring tools to add greater functionality will be detailed. After a presentation of the major design features of the piloted e-textbook, student and teacher feedback from the in-class piloting will be summarised. The session will conclude with some recommendations to institutions that are considering similar digitisation of in-house materials.

# Using social media in the English teaching and learning process

Rabiah **Binti La Bundu**, Sitti Zainab **Mukhtar**, Ardillah **Anas** & Rabiah **Binti La Bundu**  
University of Muhammadiyah Pare-Pare

Today's younger generation is hooked on social media and it's becoming more prevalent. Some educators and parents alike want to keep it out of the classroom for fear that it would be too distracting and think that if they allow their students to use social media, students will be posting status updates about how their day is going, which would only detract from educational experiences. This has led to many schools blocking internet access to social media sites. However, social media can improve the chance to learn by enabling to link and communicate in new interesting ways. Social media has great features which may be very useful for English teachers and learners. If they use social media in the process of learning, it would be easier, more colourful, interesting and unlimited. The use of social media could help them to stay fresh and professional, productive and effective, so the teaching of English would be never boring. As the use of social media in the teaching and learning process is still being debated and only very little research has been done, therefore, this study investigates the effect of using social media in improving students' interest in learning English

# **First-day placement test: Quickly measure speaking ability, without a speaking test**

Gunther **Breaux**

Hankuk University of Foreign Studies

Determining the speaking ability of large numbers of incoming students is a cumbersome, time-consuming and imprecise process. This presentation details a first-day placement test for speaking classes. This is an 11-minute, multiple-choice listening test. It is practical, easy to grade and favours the better speakers. It measures micro skills that accurately predict the macro skill of speaking. This test uses easily gradable items that Asian students have trouble with: pronunciation (*light-right, bat-bet, pad-fad*), prepositions (*at, in, on*) and duration (*for, since, during*). Students who are better at the sounds and prepositions of English, are better at English. In sum, this test easily, quickly and accurately measures familiarity with English. Because it's a listening test, it's biased towards the better speakers. Any English test will delineate English ability. This test is quick, simple (just push PLAY) and accurate. However, the game changer is in how the test can fundamentally improve your teaching. First, how can you improve their ability if you don't know their ability? Second, and crucially, because you know their ability on the first day of class, the rest of the semester can be spent on improving ability rather than determining it. This changes everything.

# **Theory to practice: Impacting vocabulary size through production tasks.**

Cherie **Brown**

Akita International University

Vocabulary studies underscore the significance of high frequency (HF) words and depth of cognitive processing, and show that textbooks often present inappropriate vocabulary and tasks. This presentation, most suitable for teachers of higher level young adult and adult learners, describes outcomes of a “theory-to-practice” pilot study, in which Japanese EAP learners undertook challenging vocabulary production tasks, using targeted HF words, that replaced typical textbook learning tasks. The objective of the presentation is to demonstrate how findings from research into vocabulary acquisition and retention, and textbook vocabulary task analysis research can be used in practical ways in the classroom to improve high frequency (HF) vocabulary learning potential. Participants will experience the methodology used first-hand, via the medium of timed speaking/listening and writing production tasks, as used in the presenter’s first-year, EAP, intermediate-level reading programme at her Japanese university.

# **You're wrong: Exploring the preferences of ESL learners on oral corrective feedback in a multicultural milieu**

Ferdinand **Bulusan, MA** & Theresa **Eustaquio**  
Batanes State College  
Isabela State University

Employing an integrative mixed-methods design, specifically the sequential explanatory approach, this study explored the attitudes and preferences of ESL learners regarding oral corrective feedback from teachers. This is in response to the dearth of literature of this subject area focused on ESL learners from multicultural classrooms in the Philippines. Data were elicited through a 5-part questionnaire answered by 30 students from seven ethnic groups in Northern Luzon. Descriptive statistics and thematic analysis were used. Findings reveal that in a multicultural classroom, students differ in attitude in terms of receiving oral corrective feedback. However, their preferences are similar. Students prefer their errors to be corrected very often even if most of them feel embarrassed when they are corrected. Important errors should only be corrected, rather than interrupting them when they are still verbalising their thoughts. They mostly prefer non-verbal correction, such as gestures and facial expressions, but they consider teachers ignoring their errors as poor. Finally, considering the preferences and attitude of the students concerning oral corrective feedback, teachers will be able to offer the most appropriate technique to suit the students' needs and eventually achieve better teaching and learning results.

# Young learners' rationales for responding to self-assessment items

Yuko **Butler**

University of Pennsylvania

This study investigates young learners' processes of conducting self-assessments and seeks to understand how their rationales differ depending on different self-assessment contexts (e.g. scaling, examples provided, timing) and age. The participants were 31 Japanese primary school children learning English, divided into a younger group (ages 8–9,  $N=17$ ) and an older group (ages 10–12,  $N=14$ ). They completed four types of self-assessment: (1) a popular dichotomous (*can-do*) format; (2) a five-scale format; (3) a five-point scale format with concrete examples; and (4) a five-point scale format attached to actual tasks. The last type of self-assessment was administered every time a child performed his/her tasks. The children's processes and rationales for responding to each self-assessment item were investigated through guided interviews. Transcribed data was analysed based on Higgins et al.'s (1986) mode of self-evaluation processes. The results indicate that there were substantial variations among children (regardless of their age) regarding how they interpreted each item and their rationales for judgment. The dichotomous form tended to lose much information, while the bases for responding to the 5-point scale items varied greatly among individuals. Providing concrete examples was not necessarily helpful and sometimes confused them. The data was interpreted based on self-regulation (Zimmerman, 2002).

# English as a home language in the Philippines

Maria Luz Elena **Canilao**  
Ateneo de Manila University

In multilingual and post-colonial settings such as the Philippines, it is common for some speakers to consider English as their first language (Jenkins, 2015). However, the current MTBMLE (Mother Tongue-Based Multilingual Education) Policy in the Philippines does not officially acknowledge English as a mother tongue and it is not included in the list of local languages that may be used as mediums of instruction in the first three grades of primary education (Department of Education, 2012). In this presentation, I will assert that English has been used as a home language in the country and I will describe how it has evolved into local language varieties. To illustrate this reality, I will provide examples from an ELT (English Language Teaching) study that involves public elementary schools in different provinces in the Philippines. The MTBMLE Policy will be examined and areas that need to be reviewed and revised will be identified. ELT policies and practices that may be adopted to help children appreciate their own culture and other local languages through English will be proposed. Possible options that may be considered in transforming English, a colonial legacy, into a powerful pedagogical resource for empowering children and their communities will be explored.

# Communication and the IPA: Enhancing our learners and teachers' autonomy

Viktor Carrasquero  
British Council Hong Kong

The International Phonetic Alphabet (IPA) has been an important part of ELT since its inception, in the *Reform Movement* of the 1890s (Celce-Murcia et al., 2010). However, the extent to which it has been used, and the purposes it has been put to serve have changed dramatically, depending on the leading trends of the time. In the *Audiolingual* classroom, the IPA was used to get learners to focus on specific sounds, and in minimal pair contrasts; whereas in the early communicative approaches (cf. Morley, 1987), as *intelligibility* became a desirable goal for language teaching, the IPA remained mostly ignored, as its use was seen to promote pronunciation *accuracy*, rather than natural *comprehensibility*. The aim of this workshop is to show that the IPA can be exploited in fully communicative activities. By the end of the session, attendees will have tried out a series of activities and techniques that will enable them to help their learners practise both their fluency *and* accuracy, while exploring strategies that will empower teachers to learn about the IPA chart autonomously. In an increasingly glocalised world, the IPA – with no pre-set dialectal models, but which adapts to speakers' realities instead – is a powerful tool to own.

# **Depth and context: Communicative vocabulary development in action**

Peter **Carter**  
Kyushu Sangyo University

Teachers who want to include lexical development in communication-based classes face a number of challenges, only the first of which is helping learners to acquire new words. A second – and harder – challenge is to employ methods that take into account the depth of vocabulary knowledge most likely to benefit the students in question. After this, a third challenge is to create opportunities for the learners to use their new knowledge in communicative contexts.

The aim of this workshop is to show how instructors at one private university in Japan have addressed each of these three challenges, with a particular emphasis on vocabulary depth and in-class communication. The approaches we use require no technology or expensive materials, and can be tailored to a wide range of teaching and learning situations. Participants will have the opportunity to appraise a number of techniques we have used to help our students acquire and meaningfully use new lexis.

# **Syntactic innovations in oral discourse: A basis for writing ESP-based instructional material in an outcomes-based design**

Roger Don SJ **Cerda**, Abigail Christine **Estoesta** & Noerine **Polo**

Antonia A. Maceda Integrated School

Philippine Association of English Language, Linguistics and Literature Teachers (PAELLLT) Inc.

Philippine Centre for Teachers' Continuing Education (PCTCE) Inc.

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Syntactic innovations, traditionally known as discorsal errors, are structures in the sentential level generated by non-native speakers who have not yet acquired sufficient knowledge of structures of the English language. These are recorded, identified, classified and tallied in terms of frequency of errors in grammar, diction and redundancy incurred by English as Second Language (ESL) Senior High School (SHS) learners across academic strands in their oral discourse in English Communication Art classes. Based on the result, most lapses are in grammar; there are few faults in redundancy; and very minimal errors in word choice. In response to the English blunders reflected in their students' oral discourse, the researchers recommend the creation of instructional material (IM), specifically a textbook in English for Specific Purposes (ESP), in an outcomes-based design.

# **A Review of High-Stakes Computer-based English Tests in Thailand**

**Arnon Chaisuriya**  
Chulalongkorn University

Recently, several Thai public universities have administered their English proficiency tests via computer-based systems. They are considered high-stakes because graduate programs require applicants to submit the score for admission consideration. Moreover, some tests are widely accepted as the major criterion for job positions in the public sector. The purpose of this study was to review the features and functions of these tests. Three high-stakes computer-based tests were taken by the researcher, and the review was written on numerous noteworthy issues, such as test objectives, registration processes, administration procedures, components, scoring methods and computer skills required. The results revealed that most tests had to be registered online. Test takers needed to print out payment slips and make payments via bank transfers, which were still not truly convenient. In addition, the tests were offered on specific dates only, which seemed inflexible and insufficiently frequent. As for the test components, the one which was offered by the engineering-oriented university had functions that could evidently measure the four skills, while the others offered by comprehensive universities could only evaluate three skills. In conclusion, computer-based English tests in Thailand have been utilised to some extent, and there is room for future enhancements.

# **Four decades of English language education in Hong Kong: The evolving teaching methods and designs in curricula, textbooks and assessments**

Jim Yee Him **Chan**  
The University of Hong Kong

The past forty years have witnessed significant development in ELT methods, reflecting changes in learners' language needs and the developing language/language learning theories in different times and places. This study aims to provide a systematic and comprehensive account of the changing ELT methods in Hong Kong's secondary education, namely the oral-structural approach, communicative language learning and task-based language teaching (TBLT) between 1975 and the present. By adopting Richards and Rodgers's (2014) three-tier hierarchical framework (i.e. approach, design and procedure), it examined how ELT theories have been transformed into local curricula (1975, 1983, 1999, 2007), public examination papers (1975–2017) and commercial textbooks (Oxford, Longman) using a detailed content analysis. The findings suggest that despite the promotion of global ELT methods in the curricula, the design of the public assessments and commercial textbooks tends to lag behind theories and pedagogical recommendations in the literature. Particularly, changes in textbooks were relatively small, although considerable attempts had been made to align textbook design with ELT trends. By considering various constraints in the theory-to-practice process, the paper offers suggestions for future research and language teaching particularly regarding the latest debate over the choice of the 'weak' and 'strong' version of TBLT in EFL contexts.

# Hong Kong English: How do teachers feel about it?

Ka Long **Chan**

The Chinese University of Hong Kong

Hong Kong English (HKE) has been a hot topic in recent years, and its features in phonetics and phonology (Hansen Edwards, 2015a, 2016a; Hung, 2000; Setter et al., 2010) have been widely researched. Researchers have also investigated the language attitudes, including general language attitudes towards English in Hong Kong (Lai, 2005, 2009) and attitudes towards HKE (Hansen Edwards, 2015b, 2016b). However, after decades of research, there have been limited attempts to study how the teachers of English in Hong Kong (HKTEs), especially how native (NETs) and local (LETs) teachers judge this new variety of English. Since teachers are the practitioners of the education policies, there is a need to know what attitudes HKTEs have towards HKE, and thus to examine whether there are insights for the current curriculum design in Hong Kong. In the current study, results from 100 questionnaires and 28 semi-structured interviews were used to analyse the attitudes of HKTEs towards HKE. Findings showed that most of the HKTEs acknowledged the existence of HKE but they do not regard it as a standard language. Results also revealed that the teaching practices of LETs and NETs are influenced by their attitudes towards HKE.

# **Student as marker: Formative use of test results**

Ka Yee Shirley **Chan** & Wing Ki Blanche **Chu**  
The Education University of Hong Kong

This paper will report on the rationale and design of “student-marker training sessions” that aim to counterbalance “assessment of learning” by using university test results in a formative way. By adapting the structure of regular teachers’ standardisation meetings, a local language centre engages students to make sense of the test-design constructs and assessment criteria of a mandatory, standardised English proficiency test (the four skills) which they have taken. During the student-marker training sessions, students and teachers interact to make meaning of assessment, i.e. they are engaged in an “assessment dialogue” (Carless, 2006) during which meanings of proficiency standards are negotiated and communicated. These student-marker training sessions foreground the diagnostic function of tests by helping students to identify their language weaknesses as well as directing students to set up learning goals in relation to their existing and target standards. This paper will also present some operational concerns and students’ affective responses towards an “open dialogue” on their own weaknesses/strengths, factors of which need to be considered in making these teacher-student dialogues mutually meaningful. This project is implemented at the centre level and forms part of the centre’s attempt to enforce an institutional feedback cycle that aligns curriculum, assessment and instruction.

# **Reflective writing as an active learning tool: A case study of year 1 English major students of a university in Hong Kong**

Mable **Chan**

Hong Kong Polytechnic University

Reflection is a “method of learning from experience” (Plack et al., 2005, p. 199) and is closely tied to improved learning outcomes and critical thinking capacity (Smith, 2011). The purpose of this study is to examine the level of reflection of first-year students who took a university English proficiency course in Hong Kong after obtaining teachers’ and peers’ feedback on their assignments. A total of 383 reflective essays were coded using a model of four levels of reflection: Description; Justification; Critique; Discussion (Leijen, Valtna, Leijen, & Pedaste, 2012). The results showed that most students remain at the level of description, giving factual information about something. Few students were able to discuss suggestions for improvement with explanation (i.e. discuss) and even fewer to evaluate one’s performance with explanation (i.e. critique). Through this four-level analysis, this study identifies students’ problems/concerns when reflecting on their own performance. It also reveals whether the undergraduate students are capable of turning experience into practice, establishing links between past and present experiences, and preparing themselves for future learning (Boud, 2001; Plack et al., 2005). It also provides insights into undergraduates’ readiness for reflective learning and in what way teachers can help strengthen students’ critical reflection skills to improve their learning performance.

# **Consciousness-raising tasks for promoting grammar learning in the Asian classroom context**

Simon Shiu Yip **Chan**  
The University of Hong Kong

Grammar teaching has been regarded by Asian English teachers as one of their most important duties, and it may account for the greatest proportion of their lesson time. In the SLA field, there has been a shift in grammar pedagogic models, from the traditional form-focused (e.g. grammar-translation) to the meaning-focused approaches (e.g. TBLT), where grammar is to be acquired while learners are interacting for meaning. The latter approaches, however, may not be welcomed by all ELT teachers and learners in Asian cultures, where there's the belief that learning always requires deliberate effort and repeated practice. To address such a concern, this paper proposes the use of grammar consciousness-raising tasks, in which the students make deliberate efforts to make discoveries about the targeted grammar item and interact with each other on their discoveries. It also aligns with the current stress on grammar at the text/discourse rather than the sentence level, in the sense that all examples of the targeted grammar item about which the learners interact for making the discoveries are linguistically contextualised. The paper presents a sample teaching sequence based on consciousness-raising tasks and how some secondary students in Hong Kong perceive it, and it will draw some relevant pedagogic implications.

# **University students' remixing and reinterpreting Shakespeare's work**

**Sumie Chan**  
City University of Hong Kong

My individual presentation explores how university students demonstrate their creativity and critical literacy as shown in their awareness of intertextuality with reference to their reinterpretation and adaptation of Shakespeare's work. They recreate and rewrite the work from the classical cannon of literature in English with the power of language and media innovation, in the form of a variety of texts, which include poems, short stories, online blogs, films and staging. Throughout the students' work, they imagine themselves as the characters in any or some of the Shakespearean plays and recreate the texts. Their creativity and critical literacy could be illustrated by their awareness of different genres and sensitivity to syntactic and semantic features in literature. Their work also reveals their successful application of the Shakespearean language by setting the characters' background as contemporary modern settings in both the western and oriental cultures. All these are experimental works which are a remix of both classical and modern language and values, showing the evolution of the English language which is based on university students' creativity and critical literacy.

# Fountas and Pinnell's Guided Reading for EFL elementary students in Taiwan

Hsiu-sui **Chang**

National Taipei University of Education

This study explored the effects of Guided Reading on Taiwanese 6<sup>th</sup> graders' English oral reading accuracy. Guided Reading instruction, proposed by Fountas and Pinnell (1996, 2012), was given to four classes of 107 6<sup>th</sup> graders in two public elementary schools in Taipei: two classes in each school taught by one English teacher. Trained with Guided Reading, the two English teachers started the experimental teaching around mid-November in 2017 and used three English picture books. For each book, four 40-minute periods were allotted for instruction and activities, and one 40-minute period for documenting the participants' oral reading performance, using Clay's Running Record (2013). Three raters (the two English teachers and another English teacher) listened to the recorded voice files and rated the oral reading accuracy. Pearson correlation analyses yielded very high Pearson's  $r$  values for the rated accuracy rates of Book 1 ( $r = .975, .982, .973, p < .01$ ) and Book 2 ( $r = .980, .983, .981, p < .01$ ), indicating very high inter-rater reliability. (Meanwhile the three raters are still rating the learners' oral reading of Book 3). Results from analyses of data collected from the participants will be presented and implications will be discussed.

# **Implementing problem-based learning in a Hotel English course to facilitate intercultural communication**

Hyung-ji **Chang**  
Sun Moon University

The present study is aimed at investigating the English for Specific Purposes (ESP) courses for tourism students in order to develop Intercultural Communicative Competence (ICC). In the study, PBL (problem-based learning) is implemented in the course design, since ICC is the complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself (Fatini, 2005). To analyse the needs in English use, the present study conducts a needs analysis of students and professionals in tourism and suggests three fundamental modules to be instructed in a Hotel English course, which are themed as hotel reservation, food and beverage service, and housekeeping service. After the semester with the PBL-based Hotel English instruction, the study concludes that students' ICC was significantly increased in terms of two competence areas: 1) skills of interpretation and relating, which is an ability to interpret a document or event from another, to explain it and to relate it to documents from one's own culture, and 2) critical cultural awareness, which is an ability to evaluate critically and on the basis of explicit criterion perspectives, practices and products from one's own culture.

# **A critical review of the English speaking paper in the HKDSE examination**

Ka Woon Grace **Chang**  
The University of Hong Kong

In recent years, Hong Kong students' English oral proficiency has been declining. Teachers and senior secondary candidates alike blame the English speaking paper in the city's public examination for its negative backwash effect into English speaking classrooms. This paper seeks to critique the appropriacy and usefulness of the English speaking paper in the city-wide pre-college level examination, i.e. the Hong Kong Diploma of Secondary Education (HKDSE) examination. The speaking paper consists of two parts: An 8-minute group interaction based on a piece of reading material, and a follow-up 1-minute individual response to a question that the examiner poses. The test specifications will be discussed in a tripartite consideration of validity, reliability and practicality in relation to the speaking construct. The test's impact on teaching and learning in the local educational system will also be explored, featuring the growing influence of tutorial centres. Authentic documents will be presented during the discussion, including exam materials, marking schemes, assessment reports and 'exam notes' from tutorial giants of the city. Some comparison with the IELTS speaking test will be drawn as well. Finally, a few key suggestions for improving the test design will be made accordingly.

# **Taiwanese students' pragmatic failures in e-mail requests and suggested solutions**

Shou-Chuan **Chao**

National Taipei University of Technology

This study aims to investigate potential causes of intercultural communication breakdown within the academic context. The data collected came in the form of e-mail, one type of computer-mediated communication (CMC). The e-mail entries, all related to making requests, are the products of correspondence between Taiwanese English-major students and their professors, both native and non-native speakers of English. By analysing these e-mails, the researcher identified certain problems the Taiwanese students share, such as insufficient mastery of formality and failure to use the right politeness strategies while making requests, a face-threatening act (FTA). It is likely that the popularity of LINE, a free communication app in Taiwan, has an impact on the way students structure their messages. Texting habits developed through the frequent use of the app could explain why students tend to neglect e-mail protocols when writing to professors. In addition to textual deficiencies, intercultural gaps between local students and native speaking professors can also account for miscommunication. By looking into aspects of intercultural pragmatic failure, the study attempts to provide local students with insights into how to make requests to faculty members in an institutionally appropriate manner.

# **Improving gifted students' critical thinking skills through a debating training programme**

**Carine Chau**

Diocesan Boys School Primary Division

This study aims to help gifted students to develop their critical thinking skills while training them for inter-school debating competitions and preparing them for the 21st century. The study was conducted in an elite primary DSS school in Hong Kong to develop and explore factors that could impact students' development of critical thinking skills by participating in debating. A debate training programme was provided including twenty-two 60-minute sessions for 17 students from Grade 4 to Grade 6. Students' growth in critical thinking skills was measured by student surveys and a teacher observation inventory completed by the students and the teacher, respectively, before and after the programme. The results show that students demonstrated more of the intellectual standards of clarity, accuracy, logic and fair-mindedness by the end of programme. Older students were more aware of the relevance of their thoughts and intended to benefit more. The research also found that students' critical thinking skills improved more when they had opportunities to participate in debating competitions.

# **English or Chinese, which medium of instruction works better for elementary students: A case study**

Si Weng **Cheang**  
University of Hong Kong  
University of Macau

Despite that ESL educators suggest English-only as the medium of instruction (MOI) benefits L2 learners further, practices in bilingual education reveal that it is based on an ideological perspective. In Macau, limited empirical research is conducted to evaluate MOI in the field of English education. This article aims at investigating which MOI (English-only or mixing of Chinese-English) is more appropriate and beneficial for both students and teachers, and provides an insight for language policy by studying a case of two elementary classes ( $N=69$ ) from a Macau local school for a month. Quantitatively, pre-quiz, post-quiz, and existing school scores have been analysed for the impact upon different MOIs. However, no significant difference has been identified except that the monolingual group outperformed the bilingual group in the writing test. Further, questionnaires have been utilised to explore the affective perspective. Surprisingly, both classes have expressed a negative attitude towards English-only. Nevertheless, students of the bilingual section have conveyed a greater learning attitude and confidence in using English. Coherent with the result, the teacher has also suggested Chinese-English would be more effective for students. Taking these into account, Macau school administrators should be more flexible in language policy, instead of holding the 'ideological' state of English-only education.

# **The duration patterns of utterances by native British speakers and Mandarin learners of English**

Bingru **Chen** & Jette G. **Hansen Edwards**  
The Chinese University of Hong Kong

This study is intended to describe and analyse the effects of polysyllabic shortening, level of stress on syllables, and word or phrase boundary on the timing patterns of spoken utterances by Mandarin learners of English in comparison with native speakers of English. To investigate the relative contribution of these effects, a production experiment was conducted, adapting the methodological framework of Lehiste (1971). Ten native British English speakers, and 10 Mandarin learners of English were asked to produce 12 sets of tokens consisting of a mono-syllabic base form, disyllabic and trisyllabic words derived from the base by the addition of suffixes, and a set of short sentences with a particular combination of phrase size, stress pattern and boundary location. The duration of words and segments was measured, and results from the data analysis suggest that the amount of polysyllabic shortening and the effect of word or phrase position are likely to affect production accuracy for Mandarin speakers as L2 learners of English. Findings also have implications for L2 teaching and learning.

# Exploring negative MC questions for assessments in English

Fang **Chen**

East China Normal University

Multiple-choice is a useful and traditional format for many tests. Its limitations are also well-acknowledged. For example, it has been criticised to have led to a narrowed curriculum and may encourage guessing. However, due to the short scoring time common in China, this format is unlikely to be abandoned by either large-scale assessments or classroom assessments. One improvement to counterbalance these limitations is to use negative questions. However, for examinees whose native language is not English, how can negative questions affect their processing strategies and their final scores? This study will explore the impact of negative questions in two different situations, one for an English grammar test, the other for a Business Statistics test (also in English). One unmarked and three marked test forms are used to compare the impacts of various negative questions. Data have been collected and are being analysed. Some preliminary findings imply that the same final score may not reflect the same cognitive challenges to students. Implications for test development, computer-based testing and teaching will be discussed.

# **Age and phonological acquisition of second language: A meta-analysis**

Jingyi **Chen**, Hong **Li**, Junlan **Pan** & Zengyu **Mu**  
Chongqing University

As is often the case, children somehow perform better in their second language pronunciation than adults in the long run. The question regarding what kind of influence age can exert on ultimate attainment in second language phonological learning has been an essential but contentious topic in the field of second language acquisition for decades. Despite the fact that some reviews of research have focused on the topic of age and second language acquisition of phonology, few of them have approached this issue from the view of quantitative synthesis. Therefore, this research adopts the method of meta-analysis to determine the effects of age and its moderators on phonological ability in the second language. A comprehensive collection of relevant studies was conducted by using 16 keywords and phrases and searching in 5 databases and 26 language research journals. The methodological features and study outcomes (i.e. standardised mean differences and correlation coefficients) were coded to meta-analyse the previous studies. The results of the meta-analysis show a clearer relationship between age and second language phonological acquisition and provide implications for methodological refinement in study of age and second language acquisition.

# Are researchers becoming more likely to be surprised?

Lang **Chen** & Guangwei **Hu**

Nanyang Technological University, Singapore

The Hong Kong Polytechnic University

Use of attitude markers in research articles (RAs) has been extensively researched. However, though it has been acknowledged that in RAs attitudes tend to be expressed towards novel or unexpected scientific facts (Hu & Cao, 2015, p. 22; Hyland & Jiang, 2017, p. 19), the use of surprise markers in RAs has not received sufficient scholarly attention. In the present study, a dimensional analysis is adopted, meaning all surprise markers identified in a roughly 2-million-word corpus consisting of 320 RAs from two social sciences published in two periods of time (1981–1985 and 2011–2015) were coded on five dimensions, namely *trigger*, *intensity*, *incongruence*, *resolution* and *experienter*. Statistically significant differences were found on all the five dimensions between RAs published in these two periods, signalling evolving epistemology in social sciences. Furthermore, since *incongruence* and *resolution* are semantic properties unique to surprise, their dimensional configuration (presence or absence of incongruence / resolution) has the potential to reflect the rhetoric functions intended by the use of surprise markers. It was found that, in RAs published recently, there were significantly more surprise markers in which both incongruence and resolution are absent. This finding conforms to the growing recognition that RAs are becoming more interactionally oriented.

# **Towards an indigenous understanding of Chinese learners' silence: Hierarchical voices in Banjiti**

Muqiao **Chen** & Huhua **Ouyang**  
Guangdong University of Foreign Studies

Prior research on Chinese learners' silence in western classrooms has seldom examined their socialisation training in the *banjiti* (i.e. Chinese school class) community of practices (Ouyang, 2004). Based on classroom observation, student journals and focus group discussions in one university in mainland China, in this presentation I will show how students and teachers co-construct the hierarchical order of answering or asking questions in English class discussion. Firstly I will demonstrate that top students (i.e. class leaders and academically high achievers) will 'feel obliged to break the silence' and 'volunteer to raise hands', other ordinary students will 'wait and keep silent' unless they are called upon, and teachers will 'prioritise the representative opinions' from top students due to the limited class time and the pressure to break silence. Violation of the hierarchical sequence could cause embarrassment or isolation. Then I will argue that Chinese learners' silence implies the dynamics of identity negotiation through the over-fifteen-year socialisation in *banjiti*. Finally I will suggest that, in international education, Chinese learners' silence should be viewed as a matter of 'not yet' since the new participation rules have not yet been negotiated; thus transitional activities are required to help them get prepared socioculturally to make the change.

# **Language and cultural challenges of English-medium instruction: Are they barriers or enablers?**

Rainbow **Chen**  
National Chengchi University

English as a medium of instruction (EMI) practice requires new teaching competences of lecturers, particularly in English language proficiency and intercultural skills. Considering the teaching and research loads academics are already wrestling with, the questions as to who are taking on this additional teaching responsibility and how they are coping arise. In Taiwanese universities, new faculty members are often required to teach an EMI course for a minimum period of time when not enough experienced academics are willing to offer such courses. As new academics tend to withdraw from EMI practice after completing their initial obligation, Taiwanese EMI instructors can consequently be classified into two distinct groups: novices and established lecturers. This study aimed to understand these two groups' EMI experiences by conducting in-depth interviews with ten lecturers, multiple times over a 2-year period. The study found the participants' experiences were polar opposites, with one group perceiving the challenges encountered as barriers, while the other viewed them as enablers, to their practice. Drawing on the notion of English as a lingua franca (ELF) and Fuller's (1969) model of teacher development, the study identified an ELF awareness and student-centred teacher concerns as the main factors leading to the lecturers' differing experiences.

# **A mixed-methods investigation of the effectiveness of the Grammar Translation Method and Task-Based Language Teaching in college English reading settings**

**Xi Chen**

Harbin Institute of Technology (Shenzhen)

In this study, the writer reviews the literature of Grammar Translation Methods and Task-Based Language Teaching. Then, a research question is proposed to explore the effectiveness of the two English teaching methods in the college reading context. With the elaboration of pragmatism paradigms and mixed methods research, an explanatory design of mixed methods research is made with the explanation of data collection and data analysis. Issues of validity, reliability and limitations are also addressed at the end of the paper.

# **A literature review of task-based language teaching in college reading comprehension: Exploration of task design to foster reading strategies**

Xi **Chen** & Joyce **Webb**  
Harbin Institute of Technology (Shenzhen)

In this study, the writer has conducted a literature review of task-based language teaching in reading comprehension under the framework of the sociocultural theory. The core concepts of sociocultural theory – the zone of proximal development (ZPD) theory and the scaffolding theory – are introduced to justify a task-based approach in the reading instruction. Then, the task design is discussed in terms of the Ellis's task design criteria and reading strategies to show that tasks as the media can be viewed as scaffolding to promote learners' ZPD.

# **Analysing cultural content of reading texts in EFL textbooks for Chinese secondary schools**

Xiangli **Cheng** & Yan **Xia**  
Wuhan University

Given the increasing research interest in culture study and ELT recently in China, the article analyses the cultural content of the reading texts in four sets of high school English textbooks used in mainland China, namely *New Senior English for China*, *Students' Book*, *Senior High English*, and *Advance with English*. The purpose is to investigate whether source culture (i.e. Chinese culture) or target culture (i.e. English culture) is represented in a balanced way in English textbooks in secondary education. All the reading texts are typed into a Word document and a content analysis is conducted to identify and classify cultural units in each text through the framework of Cortazzi and Jin's (1999) classification and the theory of products, practices and perspectives (3Ps) proposed by *Standards for Foreign Language Learning in the 21st Century* (1999). It is found that cultural content in these four sets of textbooks is disproportionate, thus inappropriate to develop learners' intercultural communicative competence. Therefore, the article probes into the possible causal factors for such misrepresentation and provides tentative suggestions for improvement in textbook compilation with regard to culture teaching in secondary education in China.

# Investigating EFL learners' public speaking anxiety through metaphor analysis

Yi-chen **Chen** & Shih-Yun **Lien**  
Yuan Ze University, Taiwan

Among the four language skills, speaking is the most anxiety-provoking one for EFL learners; however, occasions of doing public speaking – the process of giving a speech to a live audience in a structured deliberate manner – are unavoidable in the globalised world. Considering the complicated nature of anxiety, metaphor analysis, a cognitive-oriented method in which metaphor is deemed to conceptualise the world and can manifest what people think, is believed useful in accessing tacit knowledge and exploring cognitive, social and cultural processes. The present study explores EFL learners' public speaking anxiety in a comprehensive manner through three instruments: the Personal Report of Public Speaking Anxiety scale (PRPSA), a metaphor analysis, and a focus-group interview. The target participants are 200 currently enrolled university students in Taiwan. Through analysing quantitative and qualitative data, the present study identifies causes of public speaking anxiety in EFL learners, compares the causes that result in high-level anxiety and those that result in low-level anxiety, and associates the causes with learners' variables. Also, pedagogical suggestions for reducing the anxiety and improving public speaking performance are proposed. Findings of the study contribute to foreign language learning and may turn speaking anxiety into positive energy to improve communicative competence.

# **An empirical study on the effect of small-group interaction strategy training**

Yuzhen **Chen**

Dongguan University of Technology

This study focused on the effect of interaction strategy training on the quality of interaction as small groups of students participated in an oral discussion task. The underlying assumption was that students could be taught to engage with each other and with the task in a way that would foster the creation and exploitation of learning opportunities. Two classes were randomly assigned as the experimental and the control conditions. In a 10-week experiment, students from both classes participated in the same group activities, and kept the same in such areas as textbooks, teaching procedure and schedule. The only difference was that the experimental class received interaction strategy training as part of their English lessons. Small groups in both classes were videoed at the beginning and end of the experimental intervention. Data taken from the videos were analysed in order to measure changes in the overall participation and strategic participation. Results from the data indicated that the strategy training was successful in enhancing the students' use of interactional strategies, thus increasing more interactive participation.

# **Effectiveness of pop songs in enhancing ESL learners' intrinsic motivation**

Chu Hin **Cheng**

The Chinese University of Hong Kong

The present study investigates the effectiveness of using pop songs in regular English lessons in enhancing English as Second Language (ESL) learners' intrinsic motivation in a Hong Kong classroom. Quantitative data were collected from a pre-questionnaire and three post-questionnaires which identified the participants' perceptions of pop songs and their change in intrinsic motivation in learning English that resulted from the incorporation of pop songs in three regular English lessons. Qualitative data involved interviews with eight participants to elicit in-depth views about their perceptions of pop songs and the use of pop songs in English lessons. Results from the quantitative data have shown that there is a significant increase in the participants' intrinsic motivation for learning English after the three trial lessons. Factors which affected learners' perception of and attitudes towards the incorporation of pop songs were identified. The study has provided strong support for the use of pop songs as a teaching tool to arouse intrinsic motivation in the ESL classroom.

# The demand of writing tasks: A multimodal perspective

Yin Yuen **Cheong**

Singapore Examinations and Assessment Board

The prevalence of multimodality in teaching, learning and assessment bespeaks its growing importance in 21<sup>st</sup> century education. Yet, item writers may not easily have at their disposal a vocabulary and an approach that specifically lend themselves to discussing and analysing the multifaceted aspects of multimodal tasks. The paucity of such vocabulary and approach hampers item writers' articulation of the demand of multimodal writing tasks. To address the above issues, this paper applies Halliday's (1985) Ideational and Interpersonal metafunctions to illustrate the way the linguistic mode is deployed against that of the visual contributes to the demand of multimodal writing tasks. By varying the deployment of these two modes, task demand can be adjusted. This is of particular relevance to item writers because being able to appropriately judge the demand of items is a requisite skill. By co-employing the Hallidayan metafunctions together with some of the originally developed vocabulary in my earlier work "Construal of Ideational Meaning in Print Advertisements" (Cheong, 2004), this paper aims to provide a multimodal-based language and approach that inform item writers' professional judgment of the demand of multimodal writing tasks.

# **A novice teacher's practical theory of integrating Language Arts (LA)**

**Anisa Cheung**

The Education University of Hong Kong

Previous studies have shown that teacher cognitions and practices in curriculum innovations can be inconsistent. This article describes the practical theory of a novice teacher in Hong Kong in reacting to the introduction of Language Arts (LA) elective modules in the New Senior Secondary (NSS) English Language Curriculum in Hong Kong by exploring her stated cognitions and observed practices as well as the factors mediating them. Data included an open-ended interview, 10 lesson observations and post-lesson interviews, as well as documentary analysis of the teaching and learning materials used. Analysis of the interview data showed evidence of a personal practical theory which recognises the merit of LA integration. The observation showed significant discrepancies between the teachers' stated cognitions and the observed practices. Both her cognitions and practices were influenced by her understanding of LA derived from her previous learning experiences, the context in which she worked, students' reactions; striking a balance between the creative and imaginative appeal of LA texts and grammatical accuracy in the exams in particular may have contributed to the divergence between cognitions and practices.

# **Non-native students' perception of disagreement in university academic discussion**

Akiko Chiba  
University of Hong Kong

Disagreements can be face-threatening for both the speaker and listener, as they are usually expressed as counter-responses to the interlocutor's claims. Differences in cultural preferences to this speech act and inconsistent links between preferred pragmatic strategies and the speaker's linguistic proficiency have been reported in the past literature, suggesting complexities in effective conveyance of oppositions. Meanwhile, disagreement is often a required component of academic discourse in assessing critical thinking skills. As English is used as the lingua franca in many academic contexts today, it is necessary to investigate how non-native students accomplish this task. This paper reports on mitigation strategies and structural organisations of disagreements in academic group discussions for non-native university students in Hong Kong. Data from a total of eight hours of 20-minute-long in-class discussions has been collected, followed by interviews of eight students. Mitigation strategies from the past literature and Bardovi-Harlig and Salsbury's (2004) acquisitional stages for disagreements were used as analytical frameworks. The findings showed that, regardless of proficiency level, students' disagreements were almost always mitigated and often placed later within a turn, demonstrating characteristics of an advanced acquisitional stage. Students' perception of disagreements in academic discussion and their sensitivity in enacting this speech act will be further discussed.

# **Influence of training on Taiwanese elementary school English teachers' professional identity construction**

Chin-Wen **Chien**  
National Tsing Hua University

English teachers' professional identity construction is an ongoing process of identification and negotiation of personal self-roles, prior experiences in learning and teaching, and the roles promoted by institutional and social practices. Based on the conceptual framework adopted from Wetzler's (2010) Key Drivers of Teacher Learning, documents, interviews, and observation notes were used to analyse 19 Taiwanese elementary school English teachers' professional identity construction during the series of training sessions. The study produced some major findings. First, the training sessions led English teachers to exercise their reflective practice. Second, the participants had mixed and fluid identities, but they particularly lacked a professional identity in terms of knowledge and expertise in English teaching theories.

# **Knowing yourself and the other: Opportunities for acquiring glocal perspectives through critical literacy in ELT**

Alina **Chirciu**  
Sultan Qaboos University

The present paper emphasises the need to adopt a more holistic approach to English language education, namely one that focuses not only on language skills but also on raising awareness of various perspectives with regard to significant real-life stories. The presentation brings forth a study carried out at a higher education institution in Oman with a group of female EFL students where exposure to various critical and emotionally laden texts such as videos, newspaper articles and songs generated a shift in the way students perceived themselves and others. This critical pedagogical exercise, although not without its challenges, offered multiple opportunities for both teacher and students to explore the relationships between local cultural and societal perspectives and other various global opinions and insights into local and global issues. The study thus seeks to emphasise the opportunities offered by critical pedagogy and its ensuing emotional labour into educating for a better understanding of Oneself and the Other which can pave the way for more caring, more diversity-oriented and ultimately more inclusive approaches to English language teaching and learning.

# **Efficacy of videoconferencing and face-to-face storytelling: Perspective from the involvement load hypothesis**

Hsinghui **Chiu**  
National Taiwan Normal University

Extant research on computer-mediated communication (CMC) has focused on its effect on learners' affect and intercultural experiences. Much remains unknown about its efficacy in promoting linguistic gains. To fill the gap, this quasi-experimental study explores the relative efficacy of CMC and non-CMC (i.e. face-to-face) picture book storytelling in promoting young EFL learners' novel (English) word acquisition. Thirty-two young EFL learners participated in a 40-minute story session in the aforementioned two different modes. Receptive and productive word gains were assessed through immediate and delayed receptive vocabulary tests and productive story recall tests. To better explain how the CMC and face-to-face settings affected the participants' word gains, their involvement in the two types of storytelling settings was gauged using an involvement load survey based on *Hustijn and Laufer (2001)*. Overall, the participants' task involvement was higher in the face-to-face setting than the CMC setting, which led to significantly better word gains, as gleaned from the immediate and delayed vocabulary tests. Within each setting, high-involvement participants' word gains were better than those of low-involvement counterparts. These findings suggest that face-to-face storytelling may be the optimal setting when using picture books for promoting word gains, and this is especially true for receptive word gains.

# **How motivation and willingness to communicate can contribute to a learner's success**

Kate **Chodzko**  
British Council

Every sincere language teacher wants to know what to do help students make progress with the language they are studying, and, by the same token, every dedicated language learner wants to be a successful one. This is unfortunately not always the case. In this presentation I examine the role motivation and willingness to communicate – the likelihood of speaking when free to do so (MacIntyre, Clément, Dörnyei, & Noels, 1998) – play in contributing to learners' success. I will summarise selected studies conducted on Asian and international learners, as well as present a case study of a successful student I've recently taught. I plan to revisit concepts which seem to have lost in popularity, e.g. International Posture – an attitudinal construct denoting “interest in foreign or international affairs ... readiness to interact with intercultural partners...” (Yashima, 2002, p.57), to show they can be relevant today. By raising awareness of factors influencing successful language acquisition, I hope to encourage fellow educators to consider how we can build on this knowledge to empower our learners by helping them to become more autonomous and take ownership of their learning.

# **The effects of an interactive rater training with native and non-native English teachers on the raters' performance in English speaking assessment**

Yoonhee **Choe**  
Chongshin University

This study investigates the effects of an interactive rater training with native and non-native English teachers on the raters' performance in English speaking assessment. The participants were Korean English teachers in secondary schools and native English speaking instructors in a private university located in Seoul. The research question is how both rater groups perform differently after the interactive rater training with native and non-native English teachers. To examine the effects of interactive rater training on the raters' performance, mixed research methods were used. Statistical analysis using SPSS 21.0 was conducted and the follow-up focus group interview was conducted on a voluntary basis. Some of the major findings showed that participants came to better understand the specific criteria of speaking assessment and came to be more reliable in assessing students' speaking performance, through the interactive rater training with native and non-native English teachers. Also, they reported to become more confident in assessing students' speaking skills. These results provide some pedagogical implications for developing in-service English teacher training programs to enhance the teachers' speaking assessment skills.

# Effects of L1 and L2 glosses on incidental vocabulary acquisition and lexical representations

Sungmook **Choi** & Hyuna **Kang**  
Kyungpook National University

Despite much evidence for the positive effects of L1 and L2 glosses on incidental vocabulary acquisition, their relative effectiveness remains unsettled. Furthermore, how such glosses affect lexical representations remains unknown. To address these points, 180 native speakers of Korean (10th graders) were assigned to one of three groups to read an English story containing either L1 (Korean) or L2 (English) glosses, or the same story without glosses. Immediately and one week later, the three groups were instructed to recall the meanings of target words in their choice of L1 or L2. The target words consisted of two sets: a set of words occurring twice (F2 words) or four times (F4 words), respectively. Overall results suggest that lexical processing and storage mechanisms may vary significantly depending on the gloss type, resulting in both a quantitatively and qualitatively different impact on L2 lexical knowledge.

# **Implementation and impact of languages-in-education policies: Presentation of a comparative analytical framework**

**Tae-Hee Choi**  
Education University of Hong Kong

Language-in-education – including language pedagogy, an integral part of planning language-in-education – has been one of the most popular areas of policymaking in many contexts, as languages are perceived to have utilitarian values. Numerous studies have been conducted to evaluate the impact of individual policy cases, and the factors which contribute to their impact. However, often these studies understand a policy as a static product and the discussions are limited to a particular policy. Reflecting the current understanding of a policy as an iterative process and taking a comparative perspective, this paper presents a framework which will help investigate and discuss implementation and impact of a language-in-education policy. In particular, it shares insights from analyses of relevant policies from telling case contexts of Hong Kong and South Korea. Drawing on general policy studies as well as language-in-education research, the paper will contribute to building the knowledge base of language-in-education research and to improving the effectiveness of language-in-education policy processes, by providing a tool to help better understand and research the phenomena reflecting their situatedness and the complexities involved and to predict the trajectory of such policies.

## **Problem-based writing instruction for EFL learners in Slovenia**

**Tat Heung Choi**  
Hong Kong Baptist University

The paper reports on a Hong Kong teacher-educator's experience of expanding her repertoire of professional learning through collaborative classroom research with an EFL teacher in Slovenia. The instructional design aimed to reap the benefits of reading-writing integration, as well as to trigger and anchor learning through meaning-making practices. The target EFL learners were instructed to create a happier ending for a bittersweet Christmas story about 'imperfect gifts', with comprehensible input from their preceding reading lessons. First, they were required to complete a couple's diaries by reading out the complementary texts (either the husband's or the wife's diary) in pairs in the form of an information-gap activity. They were subsequently guided through content and structural scaffolding to write their own sequels in diary form. The writing samples are

suggestive of the EFL learners' creative and expressive potential in resolving the problem arising out of the initial situations in the story. The analysis of the denouements highlights the values and attitudes that the teenage learners ascribed to problem-solving processes. The paper concludes that problem-based instruction possesses the potential to enhance EFL learners' intrinsic motivation and creativity, as problems can trigger curiosity, inquiry and thinking in meaningful ways.

# Interactions of raters' positions and personalities in scoring EFL argumentative writing

Yeon Hee **Choi** & Sineun **Lee**  
Ewha Womans University

The significance of understanding which individual variables affect the rating of L2 writing has been emphasised due to concerns with scoring reliability and validity (Hamp-Lyons, 1990; Weigle, 2002). Yet, certain innate variables, which are challenging to be controlled, such as personalities, have been overlooked (Marefat, 2006). Potential rater effects may even increase if the target genre is an argumentative writing. This particular genre generally provides a topic for writers to respond to by arguing their positions with their own ideas and beliefs, which may conflict with the rater's. Such a conflict would affect the rating process and final scores (Yeh, 1998). The rater's position would also interact with his/her personality since personality is related to willingness of understanding or accepting others' opinions. The present study thus examines the interactions of Korean EFL raters' positions on an argumentative writing prompt and personality reflected in decision-making behaviours during the rating process of compositions produced by Korean EFL college students. Results of the study, which will be derived from analysed data using a framework developed by Cumming et al. (2002) and modified by Barkaoui (2010), will provide insights into the impact of raters' positions and personality traits on scoring EFL argumentative writing.

# **Extending the learning benefits of audio feedback on academic writing**

Wing Ki **Chu**

The Education University of Hong Kong

As one of the various types of teacher's feedback on writing, audio feedback has been used with favourable responses from students for its detail, clarity and personal touch. This paper will present how audio feedback is used by a teacher in a Year 1 university academic writing course. The focus is not so much on introducing the choices of digital tools available in the market. Emphasis will be laid on the types of feedback on academic writing that can be more effectively communicated through audio means. While giving feedback is one of the most time-consuming tasks of every teacher of academic writing, it is also undeniable that there is no guarantee that students would study teacher's feedback seriously in their private time when revising their drafts. This presentation will attempt to change the passive nature of this 'teacher-student' feedback process by introducing how teacher's audio feedback can be further exploited and turned into a whole-class activity to consolidate what students have learnt. As such, students take a more active role when digesting teacher's feedback, and the learning benefits of teacher's audio feedback can be extended from a one-to-one setting to a more interactive dimension in the classroom.

# **Remedial English programme: Materials design and evaluation**

Wing Ki **Chu**, Chieh Yan Jenny **Cheng** & YanYan Catherine **Lin**  
The Education University of Hong Kong

This paper discusses ways of developing and evaluating instructional materials through an action research conducted by teachers on a mandatory English remedial programme. As a system-wide programme offered to 50–60% of a Year 2 student cohort in a university in Hong Kong, the remedial programme requires weaker students to take additional module hours on grammar and vocabulary alongside their regular enhancement programme. Published research on ELT material design has focused mainly on the evaluation of coursebooks or analysis of methodological approaches in different types of materials. This presentation will discuss the merits and effects of the remedial materials that combine the training in proficiency language standards (IELTS) as well as explicit language awareness activities in grammar and vocabulary. The discussion will also cover how a more objective materials evaluation ‘checklist’ for grammar and vocabulary can be used by teaching teams to take into account the “reasons, objectives and circumstances of (material) evaluation” for specific situations (cited in Tomlinson 2001, p. 69).

Reference:

Tomlinson, B. (2001). Materials Development. In R. Carter & D. Nunan (eds). *Cambridge guide to teaching English to speakers of other languages*. New York: Cambridge University Press.

## **Teaching lingua franca core (LFC) in monolingual classrooms**

Hyunsong **Chung**  
Korea National University of Education

Based on the analysis of 150 spontaneous dialogs in mixed-L1 conversation recorded in Hong Kong, this paper investigates the pronunciation features that lead to communication breakdown or phonological accommodation and convergence in the English as a lingua franca (ELF) context. This paper also suggests some pronunciation teaching methods to enhance pronunciation intelligibility in the ELF context that can be implemented in monolingual language classrooms. The analysis shows that the interlocutors in this research might need to be equipped with different lingua franca cores (LFC) when they have communication with speakers who have different L1s. This paper argues that for novice and intermediate level learners, a specific pronunciation model should be provided in speaking activities which are designed based on the specific norm. In listening activities, ELF reference models could be given to them so that they can familiarise themselves with different variations of English pronunciation. This paper also tries to clarify some vague issues in LFC: (1) descriptive or prescriptive nature of LFC; (2) stress and rhythm in LFC; (3) productive and receptive aspects in teaching LFC; (4) learners' goals in pronunciation learning; (5) teachers' awareness of and attitudes to LFC.

# **Examining Indonesian pre-service teachers' knowledge and practice of ICT Integration in English language classrooms**

Dyah **Ciptaningrum**, Nila **Kurniasari** & Devi **Hermasari**  
TEFLIN  
Universitas Negeri Yogyakarta

The presentation discusses the findings of a study that examines the English language pre-service teachers' perception on their knowledge in learning about and applying ICT-mediated instruction in their pedagogical practice through the lens of Mishra & Koehler's model of technological and pedagogical content knowledge (TPACK). There have been a large number of studies that measure the development of teachers' TPACK in different fields of study. However, little is known about the TPACK level of Indonesian pre-service teachers who teach English language, and detailed investigations on the conditions that shape the current development of their TPACK have also not been widely discussed yet. This study is conducted to fill this gap. An online survey was used as the technique of data collection, and the data were analysed based on descriptive statistics by applying central tendency measures to find the mean. Then, qualitative data conversion for a Likert-scale questionnaire was used to classify the mean. The results of the study will serve as a basis for future studies on the factors that influence pre-service teachers' knowledge of ICT integration.

## **University employment in Japan: The gender angle**

Melodie **Cook** & Diane **Nagatomo**  
University of Niigata Prefecture

In Japanese universities, foreign male English teachers outnumber foreign female teachers by three to one (MEXT, 2005). One common explanation for this is that foreign men simply outnumber foreign women. However, recent studies have shown that the personal and professional experiences of foreign male and female university teachers differ greatly due to deeply entrenched gendered attitudes that disadvantage women (e.g. Appleby, 2012, 2013, 2014; Nagatomo, 2012, 2014, 2016; Nagatomo & Cook, forthcoming). Although action has been taken in recent years by various institutions to correct this imbalance, questionnaire data collected from 88 women and 85 men in a 2016 survey indicate that foreign women still face many more hurdles than their male counterparts do when it comes to obtaining and maintaining a university teaching career in Japan. Both male and female survey participants believe that males are still more likely to be hired, more likely to be treated with higher levels of respect, and less likely to struggle while juggling the demands of work and family. At the conclusion of the presentation, we will offer some practical advice to both men and women who wish to develop an English teaching career in Japanese

universities.

## **Don't get too comfortable: Raising the bar in speaking lessons**

**Matthew Coomber**  
Ritsumeikan University

Communicating in a second language is an inherently face-threatening activity, and teachers rightly spend considerable time and thought on creating safe, welcoming and secure classroom environments in order to reduce anxiety and raise students' willingness to communicate. But for those students who will really use English in their post-university futures, the contexts in which they do so may be far from safe, welcoming and secure. Instead, they may need to communicate effectively in circumstances which they find challenging, and perhaps sometimes intimidating. So, at some point, once they are comfortable within our classrooms, teachers need to begin to prepare students for this future reality. This presentation reports on two activities which were used to bridge the gap between the comfort zone of the EFL classroom and the outside world. In the first, students met with a previously unknown interlocutor for a short discussion; in the second, although the interlocutor was known to students, the situation was manipulated in order to raise the level of challenge involved in producing spoken English. Examples of both activities will be presented, student feedback will be examined, and suggestions will be made for how teachers could utilise similar methods in their own classrooms.

# **Metafiction: A springboard to develop students' critical thinking and writing skills**

Andy **Cubalit**  
Walailak University  
GEN TEFL

Writing is thinking made manifest; it is tangible evidence of critical thinking. Writing is a helpful indicator of how students construct knowledge out of information. It is a common observation that digital natives (students of the 21st century) dislike and/or avoid the writing process. Engaging students to think critically and write creatively seems challenging. Recognising the use and importance of technology in the classroom, the speaker will not only present effective strategies to deal with critical thinking and writing skills but also digital tools that can be used in the classrooms. This workshop presents how teachers motivate students to interact with printed text promoting literacy engagement by creating metafiction works using Bloom's taxonomy. The speaker will present effective participant's' completed challenges to get them to think, talk, create, and take home materials relevant to the session.

# Examining the impact of task-based language teaching on students' willingness to communicate

Pino **Cutrone** & Siewkee **Beh**  
Nagasaki University

Despite a great deal of research literature supporting task-based language teaching (TBLT) over other approaches, little is known about how TBLT influences the EFL classroom in practical terms. This study, thus, attempts to provide a much-needed link between research and practice where TBLT is concerned. Specifically, this paper focuses on the impact that TBLT had on Japanese EFL university students' willingness to communication (WTC) in English. Administering McCroskey's (1992) widely used WTC scale, the researchers measured the WTC of 192 Japanese EFL university freshmen before and after they took part in a 15-week English Communication course, which was taught using a task-based approach. In each weekly 90-minute class, students followed the seven steps of a task-based lesson laid out by Willis (1998), which include a Pre-Task, Main Task, Planning Phase, Report Phase, Listening Tasks, Language Analysis Activities, and Post-Task. From the beginning to the end of the course, students' WTC scores had improved significantly in overall WTC scores, Group Discussion WTC scores and Public Speaking WTC scores. Hence, providing some practical support to the psycholinguistic research literature advocating TBLT, this study was able to demonstrate some of the real-world benefits of TBLT in the Japanese EFL context.

# **Is blended learning viewed as one-size-fits-all?**

**Trung Dung Dang**

Diplomatic Academy of Vietnam, Ministry of Foreign Affairs

Ministry of Foreign Affairs

Much attention has been paid to a mixed way of teaching and learning over the past 10 years, which is blended learning, but researchers and teachers have different views on whether such an approach can ensure the feasibility, applicability and practicality, as it depends much on a particular context and other considerations. The ultimate goal of this paper is to investigate whether the existing face-to-face curriculum or class-based programs synchronise with online programs in order for the blended learning to be properly set up. The paper begins with a detailed description of my teaching context and then proposes the evaluation of whether the existing curriculum, which is largely a class-based program, can fit the potential online components in the future, followed by an evaluation of pedagogies.

# **Learning opportunities through negotiation of meaning during oral peer feedback**

Trung Dung **Dang**

Diplomatic Academy of Vietnam, Ministry of Foreign Affairs of Vietnam

The relationship between interaction and acquisition has been one of the core issues in second language acquisition research (Eckerth, 2009, p. 109). Meaningful interaction is believed to promote learning opportunities for L2 learning as learners modify their interaction through negotiation (Pica, Lincoln-Porter, Paninos, & Linnell, 1996, p. 61). The aim of this paper is to explore the potential of learners' negotiation of meaning during oral peer feedback to enhance their second language acquisition in a Vietnamese EFL context. The first part begins with a brief discussion of my language teaching context and rationale for choosing one of the theories of SLA. The next part is a review of the literature on the interaction hypothesis in general and the negotiation of meaning in particular. The next section discusses how the chosen concept may influence and contribute to my language teaching and learning, followed by suggesting some pedagogical implications.

# **Student migration and TEFL: Chinese learners of English at university in Japan**

**Huw Davies**

Kanda University of International Studies

Due to student migration from Asia, global or cosmopolitan voices are transforming the way English is being learnt in Japan. With a declining birth rate, Japan's higher education sector has a decreasing intake of local high school graduates year on year. To swell student numbers, one option is to recruit university students from neighbouring countries; at present the majority of student visas issued by the Japanese government are for students from China. Nevertheless, I argue that the needs of these students, and the knowledge they bring, are not always valued in English-learning settings at their universities. In this presentation, I reflect on issues faced by students from China in higher education in Japan and connect these issues to studying English at university. I profile some Chinese students in Japan who are majoring in English, and seek to understand the identity development of these students by employing Bourdieu's concept of divided habitus and Bhabha's concept of third space. Finally, I recommend that steps need to be taken to ensure students migrating within Asia are not seen as being deficient, but as being in a position of strength, with a global outlook that can enrich the local environment.

# **Effectiveness of theatre in addressing the reticence of children in rural areas**

**Ermel Delima**  
Isabela State University

Numerous studies have demonstrated a correlation between drama involvement and academic achievement, and its role in the self-efficacy and self-esteem of juvenile delinquents and disadvantaged children, but an empirical study on the impact of theatre arts on the reticent behaviour of children in rural areas has not been conducted. Through a self-made module developed from the existing theatre arts modules in the conduct of theatre arts workshop, the facilitator tried to explore the impact of theatre on reticent students. The level of reticence was determined using a self-assessment questionnaire developed by Keaten et al. (1997). The findings revealed significant changes in the interaction of known shy students in some outputs particularly in improvisation, pantomime and monologue. The known reticent or shy students in classrooms were observed to volunteer on some tasks. Some participants, especially those who belong to poor families, could easily pour out emotions and did well in performing scenes that require melancholic emotions. The use of theatre arts was proven effective in addressing reticence among children in rural areas.

# Reading processing skills among EFL learners in Japan and Cambodia

Kusumi Vasantha **Dhanapala** & Tadashi **Nishida**  
Sri Palee Campus, University of Colombo  
Fukuyama University

Though little research on individual skills of L2 text comprehension is available in the EFL context, no research has so far been documented in the literature that explores the simultaneous contribution of subcomponent skills to reading comprehension among EFL (English as a Foreign Language) learners. Thus, this study aims to investigate how Cambodian and Japanese EFL learners in different reading proficiency levels comprehend L2 texts, using five component skills involving measures of (1) vocabulary knowledge, (2) drawing inferences and predictions, (3) knowledge of text structure and discourse organisation, (4) identifying the main idea and summarising skills, and (5) identifying specific information of L2 texts. In total, 440 Cambodian and 480 Japanese undergraduates majoring in different disciplines participated in this study. Correlation and regression analyses revealed that identifying specific information greatly contributed to the text comprehension of L2 learners in the two contexts. Results also indicated that vocabulary knowledge and attentional processes involving inferencing, problem solving, monitoring and resolving ambiguity of all learners in the two contexts were rather low. Results also showed that L2 proficiency supported the efficient functioning of both lower-level and higher-level processing skills deemed necessary for the text model of comprehension as well as the situation model of reader interpretation.

# **The relationship between textbook and pedagogy: Analysis of two college English textbooks**

Lina **Dong**

The Education University of Hong Kong

This presentation notes the slippage between textbooks and goals through the textual analysis of college English (CE) textbooks in mainland China. The paper also identifies the difficulties of retaining consistency during the process of curriculum planning. In China, English has gained an important position in education. Although the CE reform leans towards communicative language teaching (CLT), one main critique of CE is that many college students fail to be capable to utilise English in the workplace and academic arenas. Textbooks, as the main material used in class, are one main manifestation of the CE curriculum, and they indicate particular perspectives of language teaching and language. This study adopts a textual analysis to examine two series of representative CE textbooks in mainland China. The findings indicate that there is a gap of pedagogy between the textbooks and the goals of CE: the intended pedagogy of CE from the textbooks is more conservative than CLT. The complexity of the planning of a CE curriculum shows the problem that CLT does not remain consistently strong in various curriculum products. This paper argues that a deeper understanding of textbooks helps institutes and teachers to be aware of pitfalls when planning their CE curriculum.

# **A framework for investigating in-service teachers' needs: Needs analysis to TPACK model**

Nur Arifah Drajati **Drajati** & Gumawang Jati **Jati**  
Universitas Sebelas Maret  
Institut Teknologi Bandung

There is rapid change in technology tools for education, which also affects the ELT context. It impacts on a high demand for teachers in integrating technology, pedagogy and content knowledge in the classroom. The professional competence for teachers includes mastering and utilising information and communication technology in teaching and learning. In the classroom practices, some Indonesian teachers might use technology without appropriate pedagogical consideration. When utilised by teachers who know how to integrate technology into the language class, a simple technology tool like Microsoft PowerPoint Presentation can be a great tool to assist students' learning by providing multimedia resources or promoting student classroom interaction. However, teachers' frequency in using computer applications is insufficient in a few types of applications such as word processing. This paper presents a framework for investigating high school teachers' needs for an appropriate TPACK training model for their classroom practices. The literature review suggests important principles for investigating teachers' knowledge in integrating technology into their teaching practices. The data are drawn from an initial research of survey and interview with 60 teachers from 4 provinces in Indonesia. The data obtained from this investigation on teachers' knowledge will be utilised as the springboard in designing a TPACK training model.

# Implications of sociocultural theory for language teaching

Hui Du  
Hohai University

Language teaching seems more complicated in its post-method era, in particular, when information and communications technology (ICT) plays such an important role in teaching that some people wonder whether it would be possible for ICT to replace the teacher. This study looked into classroom discourse from a perspective of sociocultural theory (Vygotsky, 1978) and found that it was still the teacher who decided the quality of teaching and that teacher talk was beneficial for learning when it functioned as edging input (EI) that was likely to edge learners a little beyond the edge of their self-regulation area into their ZPD, and thus lead to the extension of their knowledge either receptively or productively. The study reveals the nature of teacher talk in mediating learning and helping learning move towards development. The study argues that language teaching as interaction between the teacher and students in which EI, in particular communicatively embedded edging input (CEEI), is of significance to learning can be assisted but cannot be replaced by ICT.

# **Dynamics of L2 motivation in a semester-long exchange program**

Xujia Du

The Chinese University of Hong Kong

L2 motivation is conceived as a dynamic process emerging from the interaction between an L2 learner and the fluid and complex contexts (Ushioda, 2009). The majority of L2 motivation research has been undertaken in EFL classroom contexts. Relatively few studies have adopted L2 motivation theories to examine sojourners' L2 motivational dynamics in study abroad contexts. This study combined L2 motivational self system and complex dynamic systems theory to analyse three Chinese university students' English learning motivation during their semester-long exchange program in an English-speaking country. The three participants were selected from a cohort of outgoing exchange students at a Hong Kong university. Data were collected from one motivation questionnaire administered both before and after their sojourn, three interviews conducted at strategic intervals, as well as a few guided emails. The main part of my presentation will focus on the analysis of the participants' motivational trajectories and the identification of contextual and individual factors that may have influenced their motivational changes. The presentation will end with a brief discussion about the implications for the pre-departure preparation of L2 sojourners and support after their arrival in the host country.

# **A comparative study of the preposition 'in' appearing in English and German political discourse from the perspective of metaphor**

**Sufang Duan & Yi Zhang**  
Northwestern Polytechnical University

In this research the metaphorical use of the preposition 'in' appearing in German and English political discourse is examined and discussed. Based on a corpus analysis of 40 articles from the perspective of metaphor, it demonstrates how the preposition is used in a metaphorical sense of kernel and metaphorical expanded meanings. This comparison shows that in English and German discourse the distribution of the usage is to some degree similar. Namely, the kernel sense is most often used in the political discourse, and the use of time is a major part of the metaphorical field. The possible reasons behind the results are the stricter rules in German grammar and the different cultural backgrounds. This metaphorical notion of the preposition helps students learn that they can better understand this connection between the daily cognitive experience and the meaning of the preposition.

# **A cross-disciplinary study of classroom discourse in English-medium instruction classrooms**

Yanfang **Duan** & Guangwei **Hu**  
China Three Gorges University  
The Hong Kong Polytechnic University

With attempts to internationalise higher education, the adoption of English-medium instruction (EMI) has been gathering momentum at universities in various countries and regions. In China, EMI has gained strong official governmental backing at the turn of the 21st century. However, the academic discourse which advocated the implementation of EMI was not based on solid empirical findings but on simplistic and questionable assumptions. In addition, few previous studies have examined the instructional medium's effects on EMI classroom discourse of disciplines that may have different dependence on the mediation of language. This study aims to examine the effects of instructional medium on the incidence and the cognitive and linguistic complexity of teacher questions and learner responses in 20 Chinese EMI university lectures from hard and soft disciplines. The results indicated that instructional medium has no statistically significant effect on the incidence or the cognitive and syntactic complexity of teacher questions and learner responses. The aggregation of the lower-order and short questions and responses may cause a floor effect. A statistically significant effect of discipline was found on the syntactic complexity of learner responses measured by the mean T-unit length, which indicated that learners from soft disciplines had longer responses than their hard-discipline counterparts.

# **The dictogloss effect on students' writing competence in the English language classroom.**

Rijal Mahril **Dudding**  
University of Adelaide  
SMKN 1 Bungoro, Pangkep.Indonesia

This study investigated how English language teaching (ELT) using dictogloss affects students' writing skill in their English learning process in the classroom. Through the implementation of a qualitative method, it was expected to find out the perspectives of students' and teachers' in 1<sup>st</sup> Vocational High School (SMKN 1 Bungoro), Pangkep, South Sulawesi, Indonesia, whether dictogloss teaching can improve students' writing skill or not. This was conducted by involving them (students and teachers) in online survey questionnaires before having a semi-structured interview. This study would deeply explore writing skills on three aspects; namely, the students' grammatical accuracy, cohesion of texts and sense of logic. From 20 respondents (10 English teachers and 10 students), the questionnaire and interview results indicated that there was a quite significant improvement (60% of the teachers responded well on the dictogloss application while approximately 80% of the students found themselves quite satisfied with their improvement). The improvements all concerned students' grammatical accuracy and logical sense in sentence construction in some dictating tasks, although a little improvement in text cohesion was found to be better than in traditional dictation class. It could be concluded that teaching English using dictogloss was found to be quite significant in affecting the students' compositional skill in the English language classroom.

# **Overcoming linguistic and cultural barriers: Taking advantage of bi/multilingualism to explore interpretation skills**

Thi Hoang Oanh **Duong**  
RMIT University, Vietnam  
Vietnam

An interpreter's skillset includes not only language proficiency but also specialised knowledge, cultural understanding, interaction and emotion. A good interpreter needs to be fluent in the languages that are being translated and express these languages as native speakers would expect, and he or she must possess a good memory along with effective note-taking and presentation skills. Therefore, teaching and training interpretation, either as a means to reinforce language skills or a major for career choice, remains a big challenge. This workshop will provide opportunities for you to gain first-hand experience with bi/multilingualism and interpretation classes. Have you ever considered the advantages of mastering your first language and possessing command of a second/foreign language? Do you enjoy activities that are both educational and fun? Do you enjoy taking an active role in collaborative, interactive and interpersonal and technology-based activities? Have you had any concerns about cultural appropriateness when communicating in English? What challenges do people encounter while translating and interpreting? Based on three interactive activities, this workshop will provide you with opportunities to have thought-provoking fun with professional interpreter(s) and peers while touching on the topics of subtlety of language, culture and behaviour and the significance of correct, appropriate and updated training for interpretation.

# Changes in EFL learning motivation after entering English-medium higher education

Mary **Eddy-U**, Doris **Ip** & Laurie **Baker-Malungu**  
Institute for Tourism Studies

An increasing number of students in Asia are studying in English-medium tertiary institutions locally. Many who are taking all courses in English for the first time may feel linguistically unprepared (Siyanova-Chanturia & Webb, 2016). Better understanding how the transition to higher education affects students' English learning motivation and confidence can help teachers to effectively help students succeed in an English learning environment. In this study, 230 students in an English-medium higher education institution in Macau were surveyed at the beginning and end of their first term regarding their English learning motivation and confidence using English. The results indicate that by the end of the term, generally students were slightly less motivated in English learning, but enjoyed writing in English more. However, these changes depended partly on students' perception of their English ability relative to their peers'. Initially, relatively less proficient students reported less confidence and more anxiety about using English than their more proficient peers. However, this gap had disappeared by the end of the term, as less proficient students grew more confident while more proficient students grew more anxious about using English in their studies. Implications are provided for both teachers and administrators.

# **Indonesian EFL teachers' ability in constructing LOTS HOTS-based classroom test**

**Dian Ekawati, Nia Kurniawati & Juariah Juariah**  
UIN Sunan Gunung Djati Bandung

This study aims to trace English teachers' ability in preparing classroom-based tests referring to higher and lower order thinking skills (HOTS and LOTS) at an Islamic senior high school (*Madrasah Aliyah*) in Indonesia. Specifically, this study attempts to find out (a) the teachers' abilities before the preparation of HOTS-based and LOTS-based tests were introduced, (b) their present knowledge of HOTS and LOTS, and (c) teachers' ability to construct HOTS and LOTS-based tests after HOTS and LOTS were introduced. This study uses a mixed method approach with quasi-experimental design and qualitative data. The design was used to view quantitative data from teacher knowledge improvement on HOTS-based and LOTS-based test preparation, while the qualitative data are teachers' knowledge of HOTS-LOTS and the implementation process of introducing HOTS-LOTS-based tests. The study reveals the real ability of teachers in classroom tests, their HOTS-LOTS and HOTS-based classroom tests, and the implementation stages for the teachers. Theoretically, this study contributes theories about HOTS and LOTS in the Asian context, not in the Western one in which the concept took place for the first time. Practically, this study provides input to the stakeholders to better focus on which aspects would assist the teachers in improving their professionalism.

# **Error Analysis of Prepositions: How We Experience Space**

Yukie Endo

JACET

It is difficult for Japanese learners to master the proper use of prepositions. The presenter has analyzed prepositional phrases which Japanese learners often make errors. The purpose of this presentation is to discuss how to effectively present knowledge inductively acquired through examining prepositions. In order to achieve this purpose, the presentation has two main purposes: first, to present evidence of the rather unexpected unruliness of prepositions; second, to propose contextual factors bearing on the choice and interpretation of prepositions.

In this presentation, I present findings of my analysis of spatial prepositions, based on a prototypical meaning for the prepositions, using the empirical data. A fundamental question presents itself: Given a situation with two spatial objects, can Japanese learners predict the preposition(s) that can be used appropriately to describe their spatial relation?

The conclusion of my analysis is that geometric conceptualization, relevance, and the function of the object explain certain prepositional choices. These factors imply that language users draw on various cognitive frames when producing and interpreting spatial expressions, and that there exists something called “English usage in Japan.” Therefore it is necessary to give Japanese learners appropriate information on proper use of prepositions to help them become more fluent.

# **English – A program: An approach in improving senior high school students' least mastered skills in English**

Abigail Christine **Estoesta** & Roger Don **Cerda, SJ**

Philippine Association of English Language Linguistics and Literature Teachers

Philippine Center for Teachers' Continuing Education

Department of Education, Manila

This paper analyses the basis of intervention and further develops a concise and functional English-A curriculum and, subsequently, the preparation of English-A modules for senior high school technical vocational livelihood students. If the initial introduction of the course in the first semester improves the performance or the communication skills of the students in (ABM) and (GAS) and gathers a positive response, the researcher hopes that it would extend its horizon to other strands like the TVL Program. The data collection of this study is done through a purposive sampling technique. The use of related studies with regard to the students who are experiencing ongoing, moderate or severe difficulties in meeting English academic concepts, skills or a body of knowledge will also be included. The researcher uses EA (English Advanced) Intervention. Furthermore, the duration of the Intervention is to be determined according to the needs of each student. Hence, student progress and the effectiveness of intervention program is to be monitored and adjusted as required. The findings of this paper show the senior high school students' needs in English language learning that may be provided by the English-A program.

# **A study on the reading part of IELTS test based on thematic progression patterns**

Yiqing Fan

Northwestern Polytechnical University

The thematic progression patterns theory is an important aspect of discourse analysis theory among Halliday's study of systematic functional grammar. Theme is the starting point of utterance and embodies the known or given information. Rheme is what the speaker intends to express with regard to the theme followed by new information. Studies show that discourse cohesion is largely determined by a sequence of thematic progression pattern, which varies differently in different types of discourses. Language learning is a systematic process involving listening, reading, writing and speaking. In IELTS tests, test-takers often find it hard to get high marks in writing and speaking; even those who get full marks in listening and reading only get 7 in writing and speaking. Thus insuring a relatively higher mark in listening and reading becomes an effective strategy. Traditional reading teaching attaches more importance to grammar and vocabulary, with less instructions on logic and cohesion. This paper intends to analyse the reading texts of IELTS reading test, examine the applicability of the theory of thematic progression in text analysis and explore an effective method in English reading teaching.

# Teaching strategies in rural Indonesian schools: SM-3T teachers' experiences

Mia **Febriana**, Joko **Nurkamto** & Dewi **Rochsantiningsih**  
Sebalas Maret University

“Building Indonesia from the periphery by strengthening the regions and villages within the framework of a unitary state” is the third agenda of Nawacita (Nine Priorities of National Development Agenda). This commitment reflects the current Indonesian government's concerns that prioritise development in the disadvantaged, outermost and frontier regions (3T). It is implemented in various programs, one of which is the SM-3T program enacted by the Ministry of Research, Technology, and Higher Education of Indonesia. The SM-3T, which stands for *Sarjana Mendidik di daerah Terdepan, Terluar, dan Tertinggal* (Graduates Educating in the Disadvantaged, Outermost, and Frontier Regions), is a year-long program for teacher education graduates to teach in rural areas of Indonesia. This study investigates teaching strategies used by SM-3T teachers in rural Indonesian schools. This research employs a narrative case study. The techniques of data collection comprise questionnaires, in-depth interviews and photo analysis. This study can extend the existing knowledge about ELT in rural Indonesian schools, especially teaching strategies, and improve teachers' professionalism, as they could experience conditions in rural Indonesian schools which are different from the conditions in urban schools.

# **Early prediction of at-risk students: The possibilities and limitations of using a decision tree**

**Dennis Fong**

The Hong Kong Polytechnic University

Decision tree, as a kind of data mining technique, has widely been used in the education sector for predicting students' performance. Decision tree has been a popular technique because the results are simple enough for non-statisticians to interpret. Through the use of this technique, at-risk students can be identified and proper intervention can be made to help these students. However, such technique has not yet been thoroughly explored in an ESL context. The presentation describes a decision tree study in a Hong Kong university EAP course. The presenter applied the decision tree technique to the course assessment data of a 13-week EAP course with more than 7000 students across cohorts. A decision tree was eventually built with a reasonable error rate. This presentation will explain the procedures involved in the data mining process and its limitations. The presenter will also describe the results and explore how this may help other students in the coming cohorts. The presentation will conclude with practical suggestions for other ESL professionals to apply decision trees in their context.

# **How can we help the community college transfer students? Perceptual differences between curriculum leaders and front-line teachers in Hong Kong**

Dennis **Foung** & Kin **Cheung**  
The Hong Kong Polytechnic University

Community college transfer students are those who are admitted to the third year of an undergraduate programme after completing a sub-degree programme. They are normally referred to as senior year admitted (SYA) students in Hong Kong. Being a popular issue in the U.S., the problem of SYA students has been a concern for universities in Hong Kong. Despite the outstanding academic achievement, these SYA students typically have a lower English proficiency. However, other than typical programmes for weak students, not much has been done to help these students. This presentation describes a study on the possible remedial measures for SYA students. The presenters have interviewed the curriculum leaders and frontline language teachers of several university foundation EAP courses. Their perceptions on the abilities, attitudes and needs was analysed. Initial results suggested that the curriculum leaders and frontline teachers approach these students from different perspectives and thus make different types of recommendations to help. Based on the results, the presenters believe that a lot more can be done to help. The presentation will explain the findings of the study and provide concrete suggestions for both frontline teachers and curriculum leaders to help the SYA students more effectively.

# **Inner conflict and solidarity: A longitudinal study on Chinese college EFL learners' spoken English self-concept construction**

**Bei Fu**

China Foreign Affairs University

As a case study lasting for two years, the present study has collected longitudinal data to present Chinese college EFL learners' spoken English self-concept and its construction. Under the theoretical framework of Symbolic Interactionism and Discursive Psychology, spoken English self-concept is the part of self that can be constructed in the everyday EFL language use and communication. By interviewing and diary writing, five participants manage to represent, negotiate and even try out their self-concept, and the researcher gets the opportunity to reveal the fact that the five participants have dynamic self-descriptions and judgments of their English orality as well as the feelings of self-worth associated with the judgments across the 2-year span, but also experience five fairly stable states; namely, unawareness, conflict-being, conflict-intensified, conflict-avoided and conflict-resolved. Along with the five states of self-concept construction, the participants constitute changes in their emotion control, inter-personal relationship and their positioning both in and beyond the 'now and here' context. It provides language teachers and educators with a fairly clear picture of language learners' learning psychology.

# **Analysis of Japanese learners' pronunciation of dental fricatives**

**Ai Fujiwara**  
Meisei University

Several models of English pronunciation have been accepted and the framework of English as a lingua franca (ELF) is considered to be helpful in teaching English. Regarding English pronunciation, Jenkins established the pronunciation standard, the Lingua Franca Core (LFC). Although dental fricatives (/θ/ and /ð/) are the characteristic sound of English, they are not included in the LFC because they would have no impact on ELF intelligibility. Focusing on the LFC, this research was conducted to investigate 1) a substitution pronunciation variation corresponding to /θ/ and /ð/, and 2) to what extent students would improve their pronunciation (and listening skill) after the 15-week course of phonology class. The sound data were elicited from 15 university students during the semester. In this research, the most frequently emerged substitutions were alveolar fricatives, and it was effective to show learners the basic knowledge of places and manners of articulation. English is the most widely spoken language worldwide, and learners are likely to come across the situation where they communicate with people whose L1 is not English. Teaching pronunciation is one of the effective ways to help and motivate learners to communicate intelligibly with people all over the world.

# The use of Edmodo in an EFL classroom: A descriptive study

Putri Alfa Sobri **Gabrina**  
Universitas Muhammadiyah Yogyakarta

This investigates the perception of students towards the use of Edmodo in an EFL classroom. This research focuses on two main objectives; how students perceive the features of Edmodo and the activities that have been done in Edmodo. This research was conducted at a private university in Yogyakarta, Indonesia. A descriptive qualitative design was used as the research method of this study. The data was gathered through interviews. The results showed that students had a positive attitude towards the use of Edmodo in an EFL classroom. The results also showed that students have a positive perspective towards the features of Edmodo such as many, varied and easy to use. It was also perceived that the features of Edmodo facilitated students' learning. Regarding the perception of the students towards the activities in Edmodo, this study found that there were seven activities that had been done in Edmodo and the participants had a positive perspective towards the activities. They found that the activities in Edmodo are interesting, varied, not boring and fun. In summary, it can be said that the research showed a positive attitude towards learning with Edmodo in an EFL classroom.

# **Games & icebreakers to change up your class**

Lauryn **Gallo**

Central China Normal University

English Language Programs, US DOS/ECA

After the third, fourth, or fifth time of doing the same activity, even the most engaging of games and icebreakers can start to become boring. For English language class activities to be most fruitful, students need to enjoy what they are learning and have fun with their peers in the process. This workshop will focus on games and icebreaker activities that teachers can use to change up their classes, especially in those first days of class when everyone is getting to know each other and developing rapport. Icebreaker activities and games can also help students to learn about themselves and feel comfortable expressing their ideas with classmates and the teacher. The workshop activities can be adapted to different levels of students and various teaching contexts; most importantly, all activities are fun and engaging and will help create a positive classroom environment that sets the stage for successful language learning. Participants will practice these activities first-hand, discuss uses for their own groups of students, and leave with useful resources with more ideas for classroom games and icebreakers.

# Sharing the responsibility: Classroom management in student-centred teaching

Lauryn Gallo

Central China Normal University  
English Language Programs, US DOS/ECA

In this workshop, participants will learn about strategies for classroom management that focus on engaging learners in the process to achieve a more student-centred learning environment. This includes classroom management techniques that emphasise co-creation of rules and expectations for all learners and ways to divide responsibility among group members. Given that many teachers have concerns about classroom management and student-centred teaching approaches in large classes (Renaud, Tannenbaum, & Stantial, 2007), this session will discuss strategies that are particularly useful with large groups of students, but can also work well in smaller classes. Participants will practice processes for co-creation of rules and will try out methods for group formation and role assignments that require all members to contribute to the learning process. These strategies can be used to keep students' attention and help to prevent discipline problems, important components in effective classroom management (Sulich, 2004). Many of these practices also promote English language learning and other crucial skills, such as collaboration, self-assessment, negotiation of meaning, and cooperative learning. Workshop participants will leave with ideas for transforming their classroom management style to focus on student-centred techniques that ask students to share in the responsibility of facilitating their own and their peers' learning.

# Everything you need to know to teach EFL in the PRC

Mikel **Garant**

Sino U.S. College of Beijing Institute of Technology in Zhuhai (SUC BITZH)

Recently, many jobs have become available in teaching English as a foreign language (TEFL) in China. The Chinese Ministry of Education reports that some 523,700 Chinese students went abroad to study in 2015 (ICEF, 2016). This, among other trends, creates a great demand for EFL teachers. Articles about what EFL teachers should expect in Chinese universities tend to be anecdotal. This paper will discuss common educational cultural features when teaching in an English language program in a private Chinese university with Tier 1 and Tier 2 students from 2016 to 2018. It will attempt to answer the following TEFL questions within the Chinese cultural context: How are the learners' English skills? How are their computer skills? How do the learners interact with each other and in groups? What sorts of EFL teaching are most successful? Data was gathered over two years teaching in a private university in Zhuhai, China, via surveys and interviews with English Language Centre faculty and students. This paper will give a short introduction to the educational culture in a private Chinese university which should be a great help to EFL professionals who are considering teaching in the PRC. Audience participation, interaction and discussion are encouraged.

# **A needs analysis of EAP courses in mainland China higher education**

Jing **Ge** & Jingyu **Liang**  
Jiangsu Second Normal University

Mainland universities and colleges are experiencing a period of reducing compulsory credits for College English, and there is a heated discussion about whether EAP courses should take the place of College English at the tertiary level in China. This presentation presents a needs analysis of the students and teachers at a Chinese teacher-education university, where two questionnaires have been administered from both students' and teachers' perspectives. A 3-year reformation of College English in this university will be analysed as well. Based on the collected data, the presentation will draw the conclusion that as a subdivision of ESP based on needs analysis, EAP has made a significant contribution to both the enhancement of students' competitive competence in the international academic context and the promotion of college English education in mainland China.

# **Engaging students through Edmodo: A case of tertiary-level EFL students in China**

Arnel **Genzola**  
Jilin University-Lambton College

Student engagement is right at the core of learner-centred and constructivist educational pedagogies. This paper endeavours to contribute to the exploration and application of new technologies in enhancing student engagement. In this paper presentation, the utilisation of Edmodo as an online tool in enhancing English language learning experience and encouraging student engagement of tertiary-level EFL learners in a Chinese-Foreign school in China is discussed. In order to investigate what features of this platform EFL learners found engaging, how they benefited from an Internet-based social learning network, and how this digital learning technology can improve student learning and engagement, this classroom-based study involved the use of a questionnaire that asked respondents to answer open-ended questions at the end of the term. The results of this study indicate that web-based learning tools like Edmodo can indeed be utilised in EFL classrooms to promote student learning and engagement.

# **Attitudes towards EMI in East Asia and the Gulf: A systematic review**

Keith **Graham** & Zohreh **Eslami**  
Texas A&M University

In order to raise global profiles of universities, governments around the world have pushed universities to offer English medium instruction (EMI) courses. While research examining the attitudes towards EMI has been conducted in various countries, these studies generally look at a single university and rarely examine attitudes between countries or regions. In order to investigate attitudes from a macro perspective, this study used a systematic literature review method to synthesise findings on attitudes towards EMI in East Asia and the Gulf. The review was guided by the following research questions: (1) What are the attitudes towards EMI in countries in the Gulf and East Asia? and (2) What are the similarities/differences between countries and what factors can be attributed to these? Attitude scores were calculated for 20 studies from 10 countries, and the studies were coded by common themes affecting EMI attitudes. Results show that factors affecting attitudes include language and content issues, choice of medium of instruction, instructor quality, motivation to learn English and deficit views of the L1. As a result of the findings, it is suggested that governments and universities review their EMI policies in order to ensure education quality and maintain the status of local languages.

# **Explicit instruction works better than implicit instruction in teaching fuzzy stress rules**

**Lei Gu**

The Chinese University of Hong Kong

Linguistic transparency indicates whether any given grammar rules can be easily figured out. Though the English stress system as a whole lacks transparency, it nevertheless has some non-fuzzy stress rules which are helpful for the learners to predict the word stress. Following this thread, it is reasonable to assume that non-fuzzy rules can be readily taught to the learners while fuzzy rules cannot be easily taught. However, what have yet to be determined are the methods whereby stress rules should be taught. This study is to explore the respective teaching effectiveness of explicit and implicit instruction by looking into how they assist adult Mandarin EFL learners in acquiring the fuzzy and non-fuzzy stress rules of English-derived words. In this study, both explicit instruction and implicit instruction are administered to teach fuzzy and non-fuzzy English stress rules in a classroom setting, and participants' pre-instruction and post-instruction performances are measured and compared. The results show that, when teaching intervention is short, explicit instruction works better in teaching fuzzy rules, whereas implicit instruction fares better in lecturing non-fuzzy rules, which casts doubt on the original assumption that explicit instruction achieves better teaching effects in non-fuzzy rules whereas implicit instruction has better results in teaching in fuzzy rules.

# Did we overlook the visual context in bilingually subtitled movies?

Chao **Guan** & Qing **Ma**  
Education University of Hong Kong  
Houde Academy in Shenzhen

With visual technology, the movie has become an indispensable activity of leisure or entertainment. When it is applied in vocabulary learning and teaching, few types of research have been conducted related to bilingual subtitles, or rarely in the context of tutorial schools. The present study probes into the effect of using authentic video clips with subtitles on vocabulary learning. Two groups of secondary school students studying in a tutorial centre, who were 15 or 16 years of age, participated in a quasi-quantitative study. The students were divided into two groups: the experimental group ( $N = 34$ ) received 'watching' treatment, while the control group ( $N = 32$ ) was treated in 'reading' condition. The study comprised two treatments, 30 minutes each, on eight consecutive days. Data analyses indicated that not all students in the experimental group could outperform their counterparts in the control group. Only those with an intermediate vocabulary size from 2,000 to 3,000 gained more vocabulary knowledge than their counterparts in the control group. Follow-up interviews were conducted with the tutor, who aided and observed the whole experiment, and several participants from the treatment group. Finally, some pedagogical implications were raised regarding how to effectively apply authentic video clips in classroom learning.

# Investigating the effects of an e-learning platform system for English learning

Siaocing **Guo** & Mei-Ye **Chen**  
National Taipei University of Business

Online media that provide a rich vibrant environment with a massive amount of content and an inviting format are likely to attract the digital-savvy native generations. The computer-assisted learning with multimedia can meet the diverse preferences of students (Zaidel & Luo, 2010). VoiceTube, an e-learning platform with digital videos and texts, provides dense materials in a wide range of interests and levels. The study investigated the effects of a video learning platform on college students utilising the quantitative methods of a language test and a user survey. Both instruments were pilot tested and administered before and after the study. The participants were instructed to watch the videos and browsed the information provided by the website. The results of the study showed a significant difference in students' test scores before and after viewing and studying the annotations ( $t=-11.88, p<.000$ ). The most improved language skills included listening and vocabulary. Based on the survey, students found the e-learning platform to be entertaining and effective for accessing and sharing resources. The visual and textual clues aided their comprehension and expanded their vocabulary. Thus, it can be concluded that online learning platforms with advanced multimedia can encourage learners' autonomy and enrich their learning experiences.

# **The influence of teacher questioning on foreign language learning anxiety in English classroom and its countermeasures: Take junior grade one students as example**

Zhaoyun **Guo**

Busan University of Foreign Studies

With the development of humanistic psychology and second language acquisition, language researchers and scholars are becoming more interested in studying the influence of learners' affective factors on their language study. Of all the factors, anxiety is the one that is studied widely. In China, most students learn English in the classroom, which is a special place and environment that may easily generate anxiety. While in this special teaching setting, it is the teacher who spends a lot of time in asking questions. The teacher's questions are a factor that can easily cause students anxiety. All the factors, such as the ways to raise questions, the types of questions, and how the teacher corrects students' errors and gives feedback, may arouse students' anxiety and thus impede their language learning. With the guidance of humanistic psychology, second language acquisition theory and constructivism theory, the study was done with the participation of 118 students and two teachers. With the help of research methods like questionnaires, interviews and classroom observation, the study has three objectives. After the study, it is hoped that students' anxiety can be alleviated and a better language environment can be created for students.

# **A critical discourse analysis of SN's trick meme**

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Muhammadiyah University of Parepare

The research is based on a meme of SN's trick in internet access, namely Save the Electric Pole. This is a famous and a trending topic meme in Indonesia. The researcher thinks it was important to investigate because it was a social phenomenon. The researcher used a critical discourse analysis with an ethnography approach and a model of Teun A. van Dijk. The method employed three structural buildings that form a unity: macrostructure, superstructure and microstructure. The aim of this research was to analyse (1) the primary topic, (2) the language structure, and (3) the message that the creator wants to share. The finding of this research is that it was a justice topic – there are many pictures and words that bring the electric pole as a victim of accident, they made several conjunctions and explicit words to portray the SN as negative, the public made it to express their disappointment, they want to say this is an arranged accident, the conclusion found a lot of memes made by the public have large relevance with SN's involve E-KTP case, the situation when an accident happens following after SN became a fugitive of the Corruption Eradication Commission – his investigation as a suspect has been cancelled by this accident.

# **Asynchronous live presentations (ALP) for proficiency assessment and creating a tech-literate teacher**

Rabeya Binte **Habib**  
Daffodil International University

(A)synchronous social networking sites (SNS) like Facebook (FB), Twitter, MySpace, YouTube and blogs being affordable on low-cost devices such as smartphones, tablets or iPads (Boyd & Ellison, 2008) and for being Generation Z's popular and frequent virtual destination everyday (Kumar & Jayaraju, 2015) have undoubtedly generated a greater potential for academics and researchers today. FB has itself turned into a "force to be reckoned with in the classroom too" (Ponnduari & Jacob, 2014, p. 122). Hasan and Labonya (2016), Alias, Manan, Yusof, and Pandian (2012), Graff (2011), Buga, Capeneata, Chrisanel, Popa (2014), Bicen, Sadikoglu, and Sadikoglu (2015) are of the same opinion. The practitioner's context, a small developing country in South Asia, is no exception in this, ranking 'second' for holding the most active FB users. Based on Vygotsky's Social Constructivism and Koehler's (2001) Technological Pedagogical Content Knowledge (TPACK) model, the findings of this mixed method longitudinal observational study were analysed through SPSS and qualitative data analysis. ALP was found to have a profound positive impact on 'each and every' student's active involvement in their own learning with gradual improvement promoting autonomy and enhancing 21st century learning and innovation skills (p. 21, 2007). The integration of technology with pedagogy and content carry positive benefits for the academics, too.

# **Digital literacy, English language learning and technology: Perspective of Myanmar**

AHM Abdul Hai  
University of Bonn

For a long time, English has experienced ignorance and a negative attitude in Myanmar. In 1964 General Ne Win ordered universities to abandon English[1] and to adopt Myanmar as the medium of instruction. The military government has tried to adopt the strategy of keeping people far from creativity and rights issues. When around 2011 the then government started to relax the chain of control, many foreign companies and digital and technological institutions came to Myanmar with their offers and cooperation. Such a large country needs much more skill development facilities for the young generation. According to a LirneAsia national survey[2] in Myanmar, 66% of the population own a smartphone, while only 3% of the households own a computer. They could use even these digital devices for educational, social and economic development, but because of lacking skills in the English language, they are far behind the scope. Under these circumstances, the digital divide is growing among the general population. Some organisations like Telenor are working for digital literacy and technological development, but little attention has been paid to the lack of English teaching and application in the educational and professional skill development discourse.

[1]<https://www.mmmtimes.com/in-depth/13238-myanmar-debates-axing-english-from-universities.html>, retrieved on 24 December 2017

[2] <https://www.telenor.com.mm/pages/Digital-Literacy/332> retrieved on 28 December 2017.

# **Interaction between Filipino teachers and Japanese learners of English in the Philippines**

Akihiko Haisa  
Sagami Women's University

The trend of studying English in the Philippines has recently grown in popularity among Japanese learners of English. However, the unique characteristic that learners in an expanding circle learn English from teachers in an outer circle has not been fully explored. Therefore, this study focuses on the classroom discourse between a Filipino teacher and a Japanese learner in one-on-one classrooms. Many Japanese learners who studied in the Philippines have shown positive attitudes towards Filipino teachers, reportedly because those teachers' English was easy to understand. Since intelligibility is very important factor in making English lessons successful, this study examines how Filipino teachers use English in terms of intelligibility and how Japanese learners interact with them. It was found that, on a linguistic level, Filipino teachers adjusted their speech rate, demonstrated comprehensible pronunciation and used simple grammar. On a discourse level, they were using concrete examples and paraphrasing, trying to understand what their learners intended to say and using personalised questions. On the other hand, Japanese learners in this study were not good at using communication strategies to make the lesson interactive. The findings of this study offer relevant implications to Japanese teachers of English who teach English in English in Japan.

# **Integrating Wikifolios into a face-to-face EFL writing course: Promoting productive disciplinary engagement to improve Indonesian EFL students' writing skills**

**Retno Hendryanti**

Among the four EFL skills, writing is believed to be an important yet the most challenging one for learners. Not only that they have to explore their own thoughts and make them visible and concrete, but they also need to be aware of the foreign language (L2) discourse patterns underlying certain types of writing. This study explores the use of wikifolios, a non encyclopedic use of wiki developed to enhance the educational use of e-portfolio and promote productive disciplinary engagement (Hickey and Rehak, 2013), in an EFL college-level writing course for engineering students. In addition to class activities, learners were asked to complete a series of wikifolio-based writing tasks aimed at improving learners' ability to write explanatory, problem-solution, and comparison-contrast essays. Learners were also asked to asynchronously discuss each other's writing process and products. Data were taken from learners' work and reflections, class observations, questionnaire, and interviews. Results showed that self-reflections and the asynchronous discussions were instrumental in the acquisition process of rhetorical organizations of the essays taught. The participatory nature of the assignments had pushed learners' awareness of their own learning-to-write process, enabling them to identify how they learn what they are doing well and where they can improve.

# **The tension between authoritative and dialogic academic discourse: A contrastive study of Chinese and English**

## **Applied Linguistic RAs**

Zhengrui Han

Jinan University, Guangzhou

The autonomous view of academic discourse creates a supremacy understanding related to the discursive norms of English academic community. This justifies the model of deficiency, though not without problems, in the interpretation of the (un)successful use of academic English among members of the non-English academic communities, whose academic cultures might be significantly different. In order to correct this partial understanding, this study admits the plurality of academic discourses, takes an ideological view of examination (Street, 1984), and conducts a comparative study of English and Chinese academic discourses. Drawing on critical genre theory (Bhatia, 2016) and Systemic Functional Grammar (Eggins, 2004), the study examines how important academic genres, i.e. research articles, may be constructed differently because of the diversifying English and Chinese academic cultural forces and how the different generic constructions may, dialectically, reproduce their respective academic cultures. The enhanced awareness of the plurality of academic discourses may help to foster a mutually considerate attitude between English and Chinese academicians, by lessening the unrealistic criticism of Chinese academicians' *unauthentic* use of academic English on the part of English academicians, and by reducing the un-thoughtful resistance against the long-established dominance of English academic discourse on the part of Chinese academicians.

# **The duration patterns of utterances by native British speakers and Mandarin learners of English**

Bingru **Chen** & Jette G. **Hansen Edwards**  
The Chinese University of Hong Kong

This study is intended to describe and analyse the effects of polysyllabic shortening, level of stress on syllables, and word or phrase boundary on the timing patterns of spoken utterances by Mandarin learners of English in comparison with native speakers of English. To investigate the relative contribution of these effects, a production experiment was conducted, adapting the methodological framework of Lehiste (1971). Ten native British English speakers, and 10 Mandarin learners of English were asked to produce 12 sets of tokens consisting of a mono-syllabic base form, disyllabic and trisyllabic words derived from the base by the addition of suffixes, and a set of short sentences with a particular combination of phrase size, stress pattern and boundary location. The duration of words and segments was measured, and results from the data analysis suggest that the amount of polysyllabic shortening and the effect of word or phrase position are likely to affect production accuracy for Mandarin speakers as L2 learners of English. Findings also have implications for L2 teaching and learning.

# Teaching intercultural understanding in English education in Japanese universities

Takayuki Hara  
Kagoshima University, Japan

In the global era, learning intercultural understanding is needed. In addition, improving English skills as a lingua franca is crucial for university students in Japan. However, in most Japanese universities, we tend to teach only English focusing on reading, writing, listening and speaking or as integrated skills, and do not teach intercultural understanding in English education. Even though we get the opportunities to teach intercultural understanding, we just share our own experiences in some foreign countries. The purpose of this study is to investigate recent English language education and intercultural understanding education in Japanese universities. First, the purposes of English and intercultural understanding education in Japanese universities in a global context are considered. Second, the recent situation of university and English education in Japan are introduced. Third, based on CEFR (Common European Framework of Reference for Languages: Learning, teaching, assessment) and FREPA (A Framework of Reference for Pluralistic Approaches to Languages and Cultures), some frameworks for teaching intercultural understanding are shown. Finally, the ways of teaching intercultural understanding in English education are considered.

# **Gaps in education: Discrepancy in knowledge vs performance and reading/writing vs listening/speaking**

Yasunari **Harada**, Miwa **Morishita**  
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Institute for DECODE, Waseda University  
Faculty of Global Communication, Kobe Gakuin University

Most Japanese college learners of English have wide disparity in their acquisition and mastery of English. As their main objective for learning English until entrance to college is to obtain optimally high scores in college entrance examinations, and most of these examinations do not incorporate any speaking tasks and not much in the way of substantial writing tasks, it is natural that most college students can read a little, but not listen or speak that well and productive proficiency is generally low. For the past three academic years, we have implemented the Versant English Test, an automated test for speaking and listening, and the Versant Writing Test, another automated test for writing, reading and listening. In total, 60–90 first-year students at a private university in Tokyo participated in the data collection. Their listening and speaking proficiency generally fall under CEFR A1-A2 levels while their reading and writing fluency are CEFR A2-B1. A paper and pencil version of the Oxford Quick Placement Test was administered to verify their knowledge of English in multiple choice tests in reading tasks, with the results suggesting that they fall under CEFR B1-B2. Overall, these scores and CEFR levels estimated from the scores confirm the general perception among teachers of English at the college level.

# Unstressed elements in listening comprehension for Japanese learners of English

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Understanding spoken utterances involves retrieving lexical information, applying grammatical rules and making sense within context. Even written texts involve high degrees of indeterminacy or underspecification, as high-frequency words are widely ambiguous and most verbs in English are used as nouns and vice versa and acoustic signals do not align well mechanically with linguistic signs. In recent years, cultivating communicative competence in English has become the focus of education in Japan, but learners lack vocabulary and training for applying grammatical knowledge into practical use in real time. One such area in which we need additional attention is listening comprehension, especially in terms of elements in a sentence that do not receive phonetic salience. Most tests and practices on listening comprehension that Japanese learners of English are exposed to are based on multiple choice questions to choose the right words, expressions, pictures and what not based on English words, phrases and sentences presented aurally, which does not require learners to apply their grammatical understanding in real time to figure out what other elements in the sentence might be. In this presentation, we report on our pilot study to see how Japanese learners can comprehend unstressed elements in aurally presented English sentences.

# **The effects of English learning on young Indonesians' language identity**

**Ignatius Harjanto & Anita Lie**  
Widya Mandala Catholic University

Mastery of Indonesian is a must for all Indonesians including secondary school students as Indonesian is the national and official language. Home, school and community take an important role in using the language among young Indonesians. Experiences in western popular culture and sociocultural icons have been so massive to especially Indonesian secondary school students in urban areas. Such experiences are commonly expressed in English exposed through English subject, bilingual practices at school and home, social encounters via internet-based communication channels including chat applications, social media, podcast, video conferences and massive open online courses. The increasing use of English has brought implications not only in language mastery but also cultural identity among its users. It is possible that the urban young Indonesians' preference to use English means that English will gradually replace Indonesian or local languages as their language of communication. This study, being a part of a study of 'Home, school and community factors influencing language shift and identity transformation among young Indonesians', tries to reveal the effects of English learning on young urban Indonesians' language identity. In this study, their practices and reasons in using English and Indonesian are investigated using questionnaires, interviews, focus group discussions and social media postings.

# **Teachers' voices on their being professional**

Ignatius **Harjanto** & Siti **Mina Tamah**  
Widya Mandala Catholic University

Teacher quality entails the enhancement of schools, society and eventually the whole nation. Realising this, the Indonesian government has made some efforts to make sure that there are sufficient qualified teachers for students. The Indonesian government has established an educational reform of upgrading teacher quality by administering a teacher certification program supported with teacher professional development. In fact, teacher quality is the most important school-related factor influencing student achievement. Teachers have to examine what they think teaching and learning is, who their students are, and what their subject is. Considering the key role of teacher quality, this study has its main concern on revealing the teachers' reasons for being teachers, and how the teachers view their profession values with regards to their self, student, and subject. This study involved 24 teachers of elementary and secondary schools. The data of this study are narrative self-evaluations of the participants' teaching life. The findings of this study reveal two kinds of motivation driving one to be a teacher: the intrinsic reasons which are altruistic and the extrinsic reasons from family members, friends and former teachers. Further, this study finds the three characteristics of Palmer's (1997) good teacher. Conclusion and suggestion end the study.

# Improving writing ability by using memorable pictures

Harlina **Harman**, Eka Milani **Dewi** & Bahraeni **Bahraeni**  
Muhammadiyah University of Parepare

The objective of the research is to find out whether or not the use of memorable pictures is able to improve students' writing ability for eighth-year students of SMPN 1 Parepare. The research applied a quasi-experimental design. The total number of population is 382 students and two classes of the total nine classes were taken as the sample by using cluster random sampling. They were given treatment for writing recount text. The results of the data analysis show that the students' writing ability improved significantly. Besides the different pre-test and post-test scores, the mean score of the students in the post-test was 74.38, which is greater than the standard school score (72) in SMPN 1 Parepare. Media can be motivation for students to study because they creates a good condition which is flexible, enjoyable, relaxing and interesting. Therefore, the researcher tried to apply memorable pictures as media. A picture has the ability to convey information succinctly and can be more memorable than long explanations. There is a saying: "A picture is worth a thousand words". It also applies for children and teens; for them the picture is able to speak, summarise and remind them back to the core of new information.

# **The use of MALL to enhance literacy skills of international students of accounting department**

Margaretha Dharmayanti **Harmanto**  
Universitas Muhammadiyah Yogyakarta

This study aims to investigate the use of MALL (Mobile-Assisted Language Learning) to enhance the literacy skills of international students of an accounting department. The platform in mobile-phone mode will be used as a medium of interaction with the students during the learning teaching process as well as outside the classroom. The international students are those who learn accounting using English as the medium of learning teaching interaction in the accounting department of Universitas Muhammadiyah Yogyakarta. The literacy skills involve reading and writing which become important skills for them since English is considered a foreign language, but they have to use it during the learning teaching process for all subjects. The mobile phones will be used as a medium for practising both reading and writing. This study is a quantitative research which will use pre-test and post-test design. The subject of the study will be the students of International Accounting department of Universitas Muhammadiyah Yogyakarta. There will be 22 students used as the research subjects. It is hypothesised that the use of a mobile phone will enhance the students' literacy skills. It is expected that the study will reveal the effectiveness of using a mobile phone as the medium of learning a language.

# **Students' perceptions towards the use of smartphones to enhance English learning**

**Henry Hartono**

Soegijapranata Catholic University Semarang

One among the simple applications of MALL (Mobile-Assisted Language Learning) is the use of mobile phones in the English classroom. It is undeniable that the cell phones used by students today are smartphones which incorporate sophisticated features and various interactive applications. Some, if it cannot be said a lot, of the applications are designed and developed to assist and facilitate language learning. For that reason, some English teachers, especially those who teach at the university level, allow students to use their mobile phones in the class or during the lesson. Considering that some English teachers allow their students to use smartphones in the classrooms, it is interesting to see how students or learners perceive this as a means to facilitate their English learning. This descriptive research took place at two private universities in the capital city of Central Java and involved 50 undergraduate students whose age ranged from 19 to 21 years old. The results of the study showed that students perceived smartphones as assisting tools in their English learning. However, due to some factors, the use of smartphones in the class can jeopardise the students' learning process in the classroom.

# **A comparative study of thematic progression in abstracts of scientific papers**

Yin **He** & Jianguo **Tian**  
Northwestern Polytechnical University

Abstracts play an important role both in paper submission and in attracting readers' interest for scientific papers. The quality of an abstract directly affects the evaluation of a paper. In this article, *Science* and *Chinese Science Bulletin*, two comprehensive journals published respectively in the United States and China, are chosen to conduct a comparative study of the differences in abstracts written by Chinese and English writers. From each of these two journals, 30 articles are collected randomly to build our corpus. From the perspective of thematic progression, using a quantitative study method, we compare the characteristics of the abstracts in these two journals and try to find a way to improve domestic scientific paper writing.

# Observed indicators of foreign language anxiety in CMC

Sandra **Healy** & Yasushi **Tsubota**  
Kyoto Institute of Technology

Language learning is an anxiety-inducing experience for some students and anxiety is posited to have a negative effect on second language acquisition, so as language teachers we need to recognise when students are experiencing anxiety and help them to overcome their feelings. Little research has been done on how to identify indicators of language anxiety which could help teachers to identify students who are suffering from it. In addition, when we are engaged in computer-mediated communication, which does not have the benefit of full body view, our ability to gauge anxiety may be hampered. This study examines the relationship between self-reported feelings of language anxiety and observed behaviour indicating language anxiety during four online Skype sessions between 45 Japanese university students and their teachers in the Philippines. The students did pre- and post-questionnaires based on the Foreign Language Classroom Anxiety Scale and were asked to write focused essays on their experiences. The Filipino teachers were asked to note instances of language anxiety that they observed during the sessions. Finally, videos of the sessions were watched by both native Japanese teachers and native English speaking teachers to provide independent analysis.



# Medium of instruction and language learning motivation in Hong Kong

Mairin Hennebry  
University of Hong Kong

Models delivering content teaching through learners' second language have rapidly increased in number in recent decades and are thought to offer a 'naturally' motivating context for learners to use and learn the medium of instruction (Mol). However, the relationship between Mol and language learning motivation (LLM) specifically is underexplored. Responding to calls for contextually responsive theorisations of LLM, this study examined interactions between LLM and micro (Mol classrooms) and macro (Hong Kong schools) contexts. LLM measures were administered to Hong Kong secondary school learners of English ( $N = 3854$ ), aged 11–14, studying in English, Chinese and Mixed mode of instruction schools. Findings indicate higher levels of LLM among EMI students on most measures and effects of Mol on three LLM constructs. While the data supports the relevance of a required orientation in explaining participants' LLM and challenges the applicability of the ideal L2 self, there are also indications that this may be attributable to context rather than cultural difference. Implications are discussed for existing understandings of the Mol-LLM relationship, as well as discussions around culturally relevant theorisations of LLM.

# **Professional development research review: Key points to English lecturer success**

Agnes **Herawati**  
Bina Nusantara University

Success in English teaching is often proved by the improvement in students' learning and their ability to use English well. To promote this achievement, the application of professional development programs specially designed for English lecturers is seen to be the best way to foster and provide support for good English teaching implementation. Yoon et al. (2007) stated that when lecturers join a well-designed professional development program, an average of 49 hours spread over 6 to 12 months, they may increase student achievement by as much as 21%. Besides that, it is important to note that effective professional-development programs should be based on real classroom challenges and conditions. Regarding the opportunities to be a successful English lecturer, some research has identified the points that support professional development programs as a way to increase those opportunities and furthermore bring positive impacts on the school community. The following paper presents the best practices of professional development programs found and analysed by the researcher to be the key points to ensure the English lecturer development and success.

# **Native and non-native accents of English in the lingua franca context**

**Nina Herlina**

Universitas Pendidikan Indonesia- LPDP BUDI DN

There has been growing interest in investigating English as a lingua franca (ELF) for its diversity of cultural references. ELF brings complex issues since English is no longer viewed as the property of the native English speakers. Accordingly, the so-called *World Englishes* appear and inevitably add varied pronunciations and accents. Under both quantitative and qualitative paradigms, this study was undertaken with 50 ESP learners who learn English to pursue their international career as nurses. The present study aims to discover the ESP learners' attitudes towards native and non-native accents of English. Their responses from questionnaires and interviews were collected and analysed both quantitatively and qualitatively. The findings suggest that there is a noticeable difference; it seems very likely that a native English accent is preferred by nearly all the participants. However, if they had more exposure to varieties of English, they would probably change their attitudes. Therefore, further investigation in integrating the concept of ELF to build intercultural communicative competence and raise students' awareness of English varieties into teaching practice is strongly recommended.

# **Cultivating cosmopolitan orientations in Korean university students: An initial foray**

Lindsay **Herron**

Gwangju Natl. Univ. of Ed. / KOTESOL

Many Asian countries have increasingly multicultural populations, bringing new perspectives but also facing resistance and prejudice. In response, there is a need to consider the potential of critical cosmopolitan education in facilitating more open-minded, responsive dispositions in students. Cosmopolitanism is, in essence, a fundamental sense of hospitality; its aspects include openness and receptiveness, empathy and forgiveness, trust and belonging, and mutuality and connectedness. Situated in a sociocultural framework and using an ethnographic approach, this presentation explores the cosmopolitan literacies displayed by university students in Korea participating in a semester-long, online intercultural exchange with diverse counterparts attending a community college in the eastern United States. Among the data included are the students' interactions on Facebook and their reflections on the exchange program. Overall, while students demonstrated a variety of cosmopolitan literacies and took a generally hospitable stance towards their counterparts, the full potential of the exchange in drawing students' attentions to disjunctures in cultural understanding and the negotiation of proper distance seemed stunted, possibly due in part to assumptions, inequitable investment in the Facebook group, and even the positive atmosphere of the group itself. Lessons from this research and future steps will be discussed.

# Ten tech tools teachers should know about

Lindsay Herron

Gwangju National University of Education / KOTESOL

The online world is a wild and wonderful place! But with vast numbers of websites available, it's easy to get overwhelmed. This presentation highlights ten tried-and-true online tools that are free, easy to use, and guaranteed to make a teacher's life easier, without any software installation. Among the tools presented are a few that make class feedback more dynamic and multimodal, such as Today's Meet and Padlet. Educators who wish to gather student information, distribute digital worksheets, create self-grading tests, or conduct surveys will be gratified to discover the many facets of Google Drive. Class Dojo is an adorable tool for classroom management, while Amara offers an easy way to add subtitles to YouTube videos. Vocaroo is ideal for teachers wishing to give detailed feedback about students' pronunciation, and Class Tools offers a variety of creative ways to make your class more memorable.

Attendees will leave the workshop with great ideas and new enthusiasm for effectively integrating tech tools into their teaching, helping to make classes more engaging and their lives much easier.

NOTE: Attendees will have an opportunity to try out several tools for themselves (if technology allows); bringing a smartphone pre-loaded with a QR-reader app is strongly encouraged.

# Japanese portfolio for elementary educators of English: Challenges and opportunities

Ken **Hisamura**, Hisatake **Jimbo** & Shien **Sakai**  
Den-en Chofu University  
Waseda University  
Chiba University of Commerce

In 2020, compulsory English instruction will begin in all Japanese elementary schools. One of the biggest challenges is the shortage of qualified teachers. Until now, proficiency in English has not been required of elementary school educators who will be expected to teach EFL. As an interim solution, native English speakers, secondary school English teachers, or part-time instructors will be utilised in a team-teaching format. Also, training programs in English and EFL methodology will be provided for experienced elementary school teachers. Under these circumstances, the presenters and a group of practitioners have examined the issues at stake and elaborated a bunch of core competences for elementary educators as a flexible reflection tool based on the self-assessment descriptors in *J-POSTL (Japanese Portfolio for Student Teachers of Languages)* (Jimbo, Hisamura, Sakai et al., 2014). In this presentation, the presenters will briefly outline the rationale for this project, share and discuss key findings, and conclude with the analysis of the role the new reflection instrument can play in raising the quality of elementary teacher education in Japan. This portfolio will help elementary school teachers have a clearer and more introspective vision of what qualities and competencies they need to be successful in English language classrooms.



# **Analysis of factors influencing the sports majors' flow experience in foreign language reading**

Ying Hou  
Beijing Sport University

As a new domain of positive psychology, flow experience has recently become a great concern since it has been regarded as a state of optimal experience. This paper explored the potential factors contributing to the flow experience in foreign language reading. Both qualitative and quantitative methods were employed on a sample of 140 Chinese sports majors. The results indicated that four variables could be the crucial factors leading to flow experience, and their respective effects on flow experience were distinct. Intrinsic motivation was the most significant factor leading to flow experience, and flow experience, in return, was an incentive to respondents' intrinsic motivation. Compared with extrinsic motivation, intrinsic motivation showed a more remarkable influence in terms of the frequency, intensity and duration of the flow experience. Reading proficiency, however, proved not to be a determinant factor leading to flow experience. Learners are more likely to enter flow state in a high-skill and low-challenge situation. It also revealed that enjoyment of reading can stimulate students' intrinsic motivation and subsequently promote the occurrence of flow experience. The implications in college English teaching and directions for future research were discussed.

# **To change or not to change? Plurilingual student experiences of ESL classrooms**

Maisarah **House** & Jia Wei **Lim**  
University of Malaya

This presentation focuses on what plurilingualism means for English language teaching and learning by considering two questions. The first question is what policy or approach would acknowledge the reality of plurilingualism in the English language classroom? The second question, on the other hand, challenges the first by asking if English language education policy should change at all? Such discussions and decisions often occur at a macro level among policymakers and various stakeholders who want to improve language policy with the learner in mind. Strangely, however, the voices of the very learners themselves are left out. Thus, this presentation addresses the aforementioned questions through the experiences of plurilingual students who have gone through compulsory education within an English as a second language (ESL) framework. Based on individual and focus group interviews with five plurilingual undergraduate English teacher trainees in Malaysia, this presentation identifies areas of tension and negotiation that plurilinguals faced in ESL classrooms. It is suggested that those areas, which provide a perspective on ESL policy from a plurilingual orientation, would serve as a platform for future policy considerations.

# **A meta-analytic study on L2 vocabulary learning**

Hsueh-chao **Hu**

The Overseas Chinese University

Research on the effects of L2 incidental versus intentional vocabulary learning has been extensive but inconclusive. Some researchers propose that vocabulary can be acquired as a by-product of meaning-focused activities, such as reading for comprehension. This process is called incidental learning. On the other hand, others argue that a word cannot be truly acquired without learners attending explicitly to its form-meaning connection. This is called intentional learning. However, there has been no synthetic research confirming the superiority of either approach. One solution to addressing the lack of consensus with the individual studies is to conduct a meta-analysis, which is the statistical analysis of a large collection of analysis results from individual studies to integrate the findings. The present work-in-progress is intended to provide a preliminary report with a meta-analytic research synthesis that examines the effects of incidental and intentional L2 vocabulary learning on form-meaning connections. It also explores the relationship between these two types of learning and the variables that moderate their effectiveness. Such an investigation of the effect of incidental and intentional vocabulary learning can help explain the extent to which these two approaches can contribute to L2 vocabulary learning and the factors that can mediate their relationship.

# Research on adult discourse teaching approaches from the perspective of experiential grammatical metaphor

Song Hu

Guangdong Ocean University Cunjin College

Metaphor is a typical feature of adult language, and the notion of grammatical metaphor (hereafter referred to as GM) proposed by M. A. K. Halliday has offered a new approach to interpreting metaphorical expressions. However, the numerous terminologies and certain problems relating to the classification and identification of GM within Halliday's model have posed obstacles to its application by researchers and teachers who are unfamiliar with Systemic Functional Linguistics. Fortunately, the model of experiential grammatical metaphor proposed by Xuanwei Peng appears to offer potential solutions to the above-mentioned problems, although it focuses on the experiential aspect of ideational GM. The purpose of this paper is to assess the feasibility of Peng's model in informing English discourse teaching approaches. The author will use "The Bluest Eyes" extracted from the major English textbook *Contemporary College English* as a text example, and Peng's model will be used in the preparation for this text's teaching design. The research procedure will begin by identifying and interpreting all subcategories of Peng's model within the text. The findings obtained will then be utilised to inform the teaching design. In addition, questionnaires will be designed and distributed to students after class in a bid to evaluate Peng's model.

# Checking of statistical assumptions in L2 research: A systematic review

Yuhang **Hu** & Luke **Plonsky**  
Georgetown University  
Northern Arizona University

Statistical tests carry with them a number of assumptions that must be checked. Failing to do so and to report the results of such preliminary analyses introduces a potential threat to the interval validity of a study and to our ability as consumers to put faith in study findings. The importance of checking assumptions is reflected in standards for empirical research at the societal level (e.g. *APA Publication Manual*) as well as in the guidelines for individual L2 journals such as *Language Learning* (Norris, Plonsky, Ross, & Schoonen, 2015) and *TESOL Quarterly* (Chapelle & Duff, 2003). Nevertheless, previous reviews have found that L2 researchers often fail to check assumptions (Plonsky & Gass, 2011; Plonsky, 2013). Given the importance of assumption checking, this study aims to focus on L2 researchers' practices of checking assumptions by examining two major L2 journals: *Language Learning* and *Second Language Research* over a span of six years (2012–2017). Using synthetic techniques, quantitative studies ( $K = 91$ ) were coded for whether or not the assumptions associated with five statistical tests were reported: *t*-test, ANOVA, correlation, regression, chi-square. Despite generally low reporting of assumptions-checking, some improvement over time can be found. Implications for future research efforts are discussed.

# **Native speaker norms perceived by learners in two EFL contexts**

Congchao **Hua** & Bin **Li**  
City University of Hong Kong

This study investigated English as a foreign language (EFL) learners' perception of the value of native speaker models in their English pronunciation learning. Seventy undergraduates at a university in Hong Kong and 55 undergraduates at a provincial university in mainland China participated in a questionnaire survey on their beliefs, self-evaluation, motivation and practice in English pronunciation learning as related to native speaker models. Results showed that both groups overwhelmingly preferred to attain a British or American English accent. However, EFL learners in Hong Kong were more tolerant with non-native English accents and more confident about their own English pronunciation than their mainland counterparts. In addition, EFL learners in Hong Kong tended to be instrumentally motivated in English pronunciation learning, while EFL learners from mainland China were more integratively motivated. Lastly, EFL learners in Hong Kong relied less on native models but more on real-life communication for improving their English pronunciation, whereas EFL learners in mainland China relied heavily on native models and their teachers. These results suggest that learning context plays a deterministic role in EFL learners' perception of the value of native speaker models, and thus should be fully considered when setting the goal for EFL pronunciation teaching.

# **Autonomy in the transition from learner to teacher: A longitudinal multiple-case study**

**Jing Huang**

Hong Kong Baptist University

Originating in Europe in the 1970s, foreign language learner autonomy has become influential as an educational goal in many parts of the world, including 'Confucian-heritage' societies such as mainland China, Taiwan and Hong Kong. More recently, it has been well recognised that the development of language learner autonomy depends largely on language teacher autonomy. Despite the ample literature on the interrelationship between language teachers' autonomy and their students' autonomy, there has been, to date, very little published empirical research on the complex interaction between autonomy in language learning and autonomy in language teaching, for the same individual, over a prolonged period of time. This research seeks to examine the nature and kinds of transition from learner to teacher autonomy in the development of the same individual moving from a language learner context to a language teacher context. Following an interpretative-qualitative research tradition, the study investigates and compares the learning-teaching experiences of English learners-teachers, spanning their pre-service teacher education and their initial years in school teaching, in mainland Chinese socio-institutional contexts. The research will contribute new knowledge to the long-term development of language learner and teacher autonomy and will generate insights into pre-service and in-service language teacher education.

# **Understanding pedagogical content knowledge for teaching English writing in the EFL context**

**Weixian Huang**

New Oriental Education & Technology Group

Pedagogical content knowledge (PCK), a very dynamic construct first put forward by Lee Shulman, has been used to understand and facilitate teacher's practice and professional development. This study examines the writing PCK differences between 20 international teachers and 20 Chinese teachers in the EFL context and discovers some different aspects in terms of three PCK components – Subject Matter Knowledge (the teaching and learning of English writing), Knowledge of Instructional Strategies (English writing pedagogies) and Knowledge of Students' Learning Difficulties. In order to have a clear understanding of teachers' efficacy beliefs, a questionnaire named Teaching English Writing Efficacy Belief Instrument (TEWEBI) has been created, which is a combination of Self-Efficacy Scale (SE Scale) and Outcome Expectancy Scale (OE Scale). In order to validate the data, a triangulation method is adopted. This research provides some insights for teachers from both backgrounds during their continuing professional development (CPD).

# **The (re)construction of Chinese English teachers' professional identity in the glocalised China**

**Zheng Huang**  
Shanghai Normal University

In the era of globalisation, an unprecedented number of native speakers (NSs) have landed teaching jobs in China with their linguistic ability greatly valued by the Chinese ELT market. The popularity of NS teachers and the deeply pervasive ideology of native-speakerism within the ELT profession are exerting an enormous influence on Chinese English teachers' (CETs) professional identity (re)construction. Meanwhile, the local components, especially the Chinese culture of learning, significantly influence the sociocultural attitudes towards English teaching/learning practices and thus play an equally important role in CET's identity (re)construction. Employing a diary study, interviews and classroom observation, this study explores, from a post-structuralist view, how CETs struggle to (re)construct their professional identity within the intertwined forces of the disempowering discourses of native-speakerism and the Chinese culture of learning in the glocalised China. The results show that by applying human agency and Confucian values, CETs managed to counteract the disempowering discourses and reached a relatively balanced power relationship with their NS counterparts. Also, a critical view on the dominant ideologies in ELT, an awareness of World English, and the ability to glocalise western teaching methodologies are the key factors to help empower CETs to meet the possible challenges in their career.

# **Impassioning reluctant writers through a daily critical thinking programme to increase writing fluency and accuracy**

**Erina Hunt**  
University of Otago

L2 learners often suffer from a lack of motivation, confidence and depth of expression when it comes to spontaneous writing. This can be due to many factors including resistance to writing, lack of vocabulary needed to express ideas in English, and a low level of critical thinking practice. Also, in searching for the 'right' way to write, learners are often hindered in their self-expression, and this can lead to a reliance on formulaic chunks of language, simplistic sentence structures and surface thinking responses. What the daily critical writing programme aims to do is surpass these barriers and develop learners' thinking and writing skills to a deeper level where they feel challenged and confident in extending themselves. The programme involves both a strong collaborative speaking component and independent writing practice. Through an accuracy grading system, learners have proven to reduce the number of recurring mechanical writing errors and enjoy a higher level of academic literacy. There will be an opportunity to experience and discuss the rationale behind this successful critical writing programme. Participants will partake in an example mini-lesson and receive fail-safe, effective materials to use in their classroom.

# **“A Global Peace Education Project”: Collaborative project-based learning and team-teaching**

Erina **Hunt** & Cherie **Brown**  
University of Otago  
Akita International University

Teaching partners Erina Hunt and Cherie Brown present an example of a holistic peace education project, demonstrating how a team-teaching partnership, within a collaborative, learner-centred ESOL programme, was able to draw on the background knowledge and experience of all participants (teachers and students alike) to develop greater awareness of the common human aspiration for peace in today's world, building a stronger commitment to that goal. Simultaneously, it developed students' language skills around the peace theme while unexpectedly enhancing teachers' professional development opportunities. The initial project, while undertaken several years ago, has had a long-term impact on the local community in Dunedin, New Zealand, in the form of regular peace events in the city. The 'Peace Project' as described, demonstrates how to use a collaborative learning and teaching approach that builds strong language skills in authentic contexts, meanwhile developing an improved awareness of the teaching and learning process. Outcomes include enhanced motivation for all participants, incidental teacher professional development and a lasting awareness of contemporary peace issues.

# **Developing critical information literacy and critical media literacy in EAP and general English courses**

**Ryan Hunter**

The Hong Kong Polytechnic University

Critical information literacy and critical media literacy competencies are invaluable to modern students as they involve skills required for meaningful and productive communication in academia, professional environments and online social interactions. Competency in these literacies is not limited to the ability to efficiently locate 'facts' using online tools or other traditional information and media sources. These literacies also entail skills such as identifying relevant and contextualised information, critically evaluating reliability and credibility, avoiding selective exposure and confirmation bias, and actively engaging in discourse communities as informed participants by challenging questionable assumptions, narratives and constructs. EAP students often focus on developing these skills while interacting with conventional academic texts, but these skills are also important for lower proficiency language learners for whom academic discourse is relatively inaccessible. In both EAP and general English courses, learners can begin applying these skills while navigating popular mass communication in the wider digital media environment. The presenter will first explore multiple definitions of critical information literacy and critical media literacy and then discuss their significance in the Asian university context. This will be followed with ideas for classroom activities, projects and assessments targeted at students of various proficiency levels in academic and general English courses.

# Designing and testing a language learning model in Korea

Myunghwan **Hwang**  
Yonsei University

Taking a holistic approach, this study designs a theoretical model for successful second language learning in Korea and explores the validity of the model and the effect of various learner variables on English academic achievement (EAA). A language learning model was established with one personality factor, three motivational factors and three types of learning strategies. The validity of the theoretical model was assessed through structural equation modelling (SEM). For the use of SEM, the Scale for Self-Regulated Language Learning (S2RLL), was utilised to collect the data. In total, 627 Korean high school students responded to the S2RLL. The results are as follows: 1) the suggested theoretical model for successful second language learning was well fit to the empirical data showing statistically adequate model fit indices, 2) of six variables used to set the model, positive mindset and cognitive engagement alone had direct effects on EAA, and 3) positive mindset was seen to be the most influential in improving EAA as students advance into a higher school grade. This study focuses only on the Korean language learning setting, but the outcomes from the study are expected to have implications for other similar EFL settings.

# **A development of items assessing English graphophonemic awareness in Japan**

Yoko **Ichiyama**  
Toho University

Despite the importance of assessing graphophonemic awareness in foreign-language education, especially of English as a foreign language (EFL), little attention has been paid to such assessment at tertiary-level institutions in Japan. On the contrary, Japanese universities tend to focus either on developing students' general English communication skills or on teaching students English for a specific purposes (e.g. business English). To address that gap in practice, the author describes the process of assessing graphophonemic awareness in an EFL classroom. The Rasch analysis – including separation, reliability, test targeting and unidimensionality for a total of 147 items – yielded 90 equated test items. Moreover, the test items showed sufficient spreads: 9 (10%) were grouped at the beginner level, 74 (82%) at the intermediate level, and 7 (8%) at the advanced level.

# **‘Video critique’: A tool in improving students’ speaking skill in the second language**

Nor Azian **Idris**

Matriculation Division, Ministry of Education (MoE) Malaysia

Ministry of Education (MoE) Malaysia

This research examined the effectiveness of using video critique as a tool to improve students’ speaking skill in the second language. This method served as a mirror for the students to self-evaluate themselves in their presentation. Data was gathered through questionnaires, students’ videotaped presentations conducted over a period of five weeks, students’ weekly video reflections and peer assessment of the presentations based on the speaking assessment criteria. The aim of the study was to show the importance of using the video recordings to evaluate the students’ speaking presentation and also to motivate the students to develop their confidence and ability to speak in the second/foreign language. Now, the students can analyse and discuss with their peers what can be improved. Sixteen participants in this experiment enjoyed the engaging aspects of using the video critique as a tool to improve their speaking skill. I believed that the students would be able to experience better learning moments this way. The research has given insights to English teachers on the importance of diversifying their teaching technique, particularly in teaching speaking, in order to optimise the output of the teaching and learning process.

# Revisiting Bhutan's education reform: the 'New Approach to Primary Education'

Keiko Imura  
Takushoku University

This study examines Bhutan's education reform, New Approach to Primary Education (NAPE), which was accomplished in the mid 1980's. The study describes the historical background of the transformation which was carried out by two groups: Bhutanese Ministry of Education officials and the foreign volunteering groups. The former attempted to shift away from the traditional Indian style education, and the latter brought in the western-style teaching methods. Environmental Studies (EVS) was newly established as a main subject of this project which enabled the teachers' role shift: from top-down knowledge input to facilitation of students' autonomous learning. *The study further explores how the system adapts today, through observations of the current primary schools in Thimphu and Paro. The main finding was that active learning seemed to have taken root, and children were encouraged to use their higher-order thinking skills in their Content and Language Integrated Learning (CLIL).* Finally the study discusses the implications that Bhutan's NAPE project could bring to the Japanese education reform today. In 2020, a new course of study will be administered, which highly encourages students' autonomous learning. Education reform in Bhutan should bring ideas on how to put the new approach into practice.

# **The influence of adult learners' identities and motivations on their choice of learning methods.**

Icha **Irdhanie** & Erin **Azhar**  
English First

In this global era, technology plays an important part in language learning. These days, private language institutes offer various kinds of learning methods. In parallel with technology, they offer online materials and classes as well as traditional classroom learnings. This study aimed to see the influence of adult learners' identities and motivations on their choice of learning methods. The data was collected from a language institute record, and classified into three categories: age, current occupation and previous educational background. A survey was conducted to identify the students' motivation. The motivation was classified into two categories: intrinsic and extrinsic motivation. The findings showed that motivation and identity played a role in their choice of learning method. Learners who identified themselves as workers tended to choose online materials and classes while learners who identified themselves as students chose traditional classroom learning. Learners who are internally motivated are more likely to access all learning tools, while learners who are externally motivated are more likely to access only online learning tools. Results indicated that identities and motivations promote proactivity in seeking different learning methods.

# Projecting EFL teacher trainees' voices in reader-response journal

**Iskhak, Januarius Mujiyanto & Rudi Hartono**  
Galuh University  
State University of Semarang

The study investigates EFL teacher trainees' involvement in doing a reader response project that entails critical and personal reflections. On the basis of reader-response theory and critical literacy, the study promotes the use of reader-response journals in reading class that can empower the trainees to be active readers in making meaning as supported by their existing schemata and life experiences. The study involved senior EFL teacher trainees of a private college in Ciamis, Indonesia, as an intact group ( $N=22$ ). Emerging data generated through qualitative assessment of the trainees' responses expressed in their revised journals provided categorised themes of each trainee's individual reader-response strategies as unique reflections. The findings of the study indicate that journalling can stimulate the trainees to autonomously and freely share ideas and feelings collaboratively constructed through discussion and the trainer's guiding questions. In addition, the study revealed the trainees' enhancement in developing negotiated written responses. The study recommends further studies uncover gender influences on reader-response strategies.

# **Muslim women in the spotlight: Critical discourse of socio-cognitive and linguistic patterns in speeches**

Norman Ralph **Isla** & Love **Batoon**  
Faculty, Mindanao State University - General Santos City

Language, identity, culture and gender are interrelated constructs in all linguistic, literary and interdisciplinary posturing. With that, this study on the speeches of Muslim women in Mindanao, Philippines, is written to locate them, to analyse the linguistic patterns in their speeches and to create an empirical record of their voices and lived experiences. We analysed the speeches of six Muslim women using critical discourse analysis following the socio-cognitive approach (Van Dijk) and the three-dimensional model (Fairclough). At the microstructure level, the Muslim women used positive words over negative words, adjectives and intensifiers, avoided expletive attributives and used words from their mother tongue. Also, they observed hypercorrect grammar, hedging and code-switching, and used the pronouns subjective 'I' and inclusive 'we'. At the macrostructure level, religion and gender were the two strongest ideological state apparatuses governing Muslim society. The Muslim women were powerless because they were under the control of the majority, so the effects are seen in the stereotyping and discrimination of the Muslim women and reproduced through other rippling social problems and mechanisms, but these women countered the being powerless by promoting "coexistence of diverse cultures".

# English lexical acquisition in Thai learners

Suparuthai **It-ngam** & Sudaporn **Luksaneeyanawin**

Chulalongkorn University

It has been claimed that non-native speakers of English are able to acquire collocation as native speakers do, and the factors affecting the acquisition are the types and amount of input (Hoey, 2005). The present study examines how the collocation is stored in L2 mental lexicon and what the factors affecting the acquisition are. The instruments used in this study are as follows: an English language exposure questionnaire, a word association test and an interview. The participants were Thai undergraduate students with two different degrees of English language exposure. Fitzpatrick's (2011) classification of word association response was employed to analyse the types of association. The results showed that the associations of collocation were mainly meaning-based (i.e. determined by semantic characteristics) and position-based (i.e. determined by phonological, orthographical or morphological characteristics). The findings support Hoey's Lexical Priming Theory. The frequently co-occurring words tend to support the activation of the retrieval process. It could be assumed that the degrees of exposure to English language and types of input affected the lexical acquisition. Pedagogical implications are provided in terms of the amount and the particular types of exposure that support the acquisition process.

# **EFL Writers' Strategy Use During Writing With an App Dictionary**

**Pyo,Haewon**

Along with the prevalence of a smartphone, the accessibility of a smartphone app dictionary has highly increased, enhancing the role of it as a referencing tool in L2 writing. To investigate how L2 writers would use this dictionary to support their writing and to identify its impact on their writing performance, the present study conducted TAP research targeting ten Korean EFL university students who processed four writing tasks. Half of the students were allowed to use an app dictionary during writing and the other half were not. Results revealed that the students processed writing quite differently when they write with dictionary aid. Unlike the students in the non-dictionary use group, the students in the dictionary-use group showed less anxiety while writing, gave more attention on the content of their essay and rarely avoided materializing any generated ideas in L2. The analysis of TAP indicated that these results were mainly caused by the extension of the students' vocabulary knowledge capacity with dictionary aid, which contributed to enhancing the confidence of their writing ability. The findings suggest using a dictionary in a language class would enable L2 students to perform writing more extensively and intensively by reducing their writing anxiety.

# Mapping specialised vocabulary with the CEFR: Choosing the right words to teach

Todsaporn **It-ngam** & Supakorn **Phoocharoensil**  
Thammasat University

A corpus-based approach has become a famous way of identifying specialised vocabulary and making a word list. Although corpus-based word lists seem to be useful for language education, teachers often have difficulty choosing words from those lists for their lessons. This study proposes that mapping the specialised words with the 6-level CEFR scale can be used as guidelines for teachers to prioritise words in the word list. To illustrate the mapping process, the Science Academic Word List (SAWL) has been developed. All words in the list have been aligned with the six CEFR levels based on the CEFR vocabulary mapping criteria using two online CEFR vocabulary profiling tools. The words in the SAWL were classified into different levels: A1, A2, B1, B2, C1, C2 and Unlisted. The CEFR-mapped SAWL has finally been created. The results demonstrate that the CEFR vocabulary mapping criteria used in this study have aligned the specialised words with the CEFR levels effectively. Based on the CEFR-mapped SAWL, teachers can select and explicitly focus on the specialised words that are suitable to the learner's proficiency.

# Development of level-specific tests using the CEFR-J listening descriptors

Yasuko **Ito** & Megumi **Sugita**  
Kanda University of International Studies

The Common European Framework of Reference – Japan (CEFR-J) is an adaptation and extension of the CEFR for English language teaching contexts in Japan. While it is argued that its use can provide language educators with firm bases for program and test development, a number of researchers have expressed concerns regarding its illustrative nature and the absence of an underlying psycholinguistic theory. In our study, we have developed an English listening test with a number of texts and accompanying items based on the specifications of the CEFR-J listening descriptors. These texts and items went through rigorous judgment for the pertinence to the descriptors and the quality of the texts. The final version of the test was administered to more than 100 English learners at a university in Japan. Statistical and IRT item analyses were conducted to examine 1) if the CEFR-J listening descriptors are sufficient to help their users to construct a level-specific test, and 2) if the developed test items are correctly rank-ordered according to their intended levels. In our presentation, we will report the findings of our study by addressing each research question.

# **A qualitative examination of learners' preference for English classes taught in English**

Chiaki Iwai  
Hiroshima City University

Whether English should be taught directly in English (TEE), or with a partial or complete adoption of learners' L1, has been argued for decades (e.g. Macaro & Lee, 2012). Teachers' selection of an instruction language is of paramount importance in Asian EFL classes as learners typically share the same L1. This issue caught many English teachers' attention in Japan after the Ministry of Education abruptly mandated TEE through the high school Course of Study enacted in 2013. To examine this mandate's influence on English learners, the presenter and his six co-researchers conducted a questionnaire survey of over 6,000 college English learners over the last four years. The main quantitative outcomes, indicating sluggish changes, were reported in last year's AsiaTEFL conference. This year's presentation is qualitatively oriented. Among questionnaire participants, 30 students were interviewed to clarify factors affecting their desire/lack of desire for TEE. Analyses of the transcribed data using a Modified Grounded Theory approach (Kinoshita, 2003) revealed that learners' preference for TEE is closely linked to their comprehension in class, though other factors such as previous English learning experiences and willingness to participate are also important.

# The effects of career education exercises on L2 motivation in English classes

Noriko **Iwamoto**  
Toyo University

Career education was incorporated into English classes for 835 university students, encouraging them to consider their future careers through the creation of present and future resumes and weekly logs. To measure the effects, a motivational questionnaire based on Self-Determination Theory (Deci & Ryan, 1985) and L2 Motivational Self System (Dörnyei, 2009) was conducted in April and July 2017. Factor analysis identified five factors: Intrinsic Motivation, Extrinsic Motivation, Ideal L2 Self, Ought-to L2 Self and Motivated L2 Behaviour. The results of regression analysis revealed that before participating in career education, students' motivated behaviour was predicted by all the variables except for Ought-to L2 Self, but afterward, Ought-to L2 Self was included in the predictors. The motivated behaviour of the 100 lower proficiency students was first predicted by Ideal L2 Self and Intrinsic Motivation, but in July, Ought-to L2 Self was included as a main predictor. For the 100 higher proficiency students, Ideal L2 Self was consistently the only predictor. Therefore, career education exercises seem to create the future self-image that learners are pressured to achieve, which may motivate students to study English, whereas high proficiency students tend to study English due to their desired self-image using English.

# **Negative syntactic transfer from Cantonese to English: An exploratory study**

Maelwa **Jann**

International Language Association (Hong Kong)

Students in Hong Kong where a bilingual educational system is used fail to perform at the same level of proficiency in both Cantonese (L1) and English (L2). This paper investigates the negative syntactic transfer from Cantonese to English within the learner's language. This exploratory study was conducted in a Hong Kong private school. Oral narrative tasks were used and five students of different English proficiency levels were asked to freely narrate the given pictures in English. All narration was audio recorded. Several types of syntactic error were found in the transcribed speech through error analysis. The comparability of the problematic structures to the Cantonese syntax argues for a high degree of learning English in Cantonese. The result presents that Cantonese influences the acquisition of English syntax in three major domains: simpler and meaning-based construction, negation without auxiliary, and 'there' with the verb 'to have'. These structures are substantially less frequent in standard English. The paper attributes the errors to the dominance of Cantonese in both societal and pedagogical arenas as well as the syntactic dissimilarity between Cantonese and English.

# **Information-driven L2 learning environment for tertiary students in WZVTC**

**Shaobin Ji**

Wenzhou Vocational and Technical College

The internet along with its wider applications installed on mobile phones renders borderless the possibilities for students to acquire limitless sources of learning online. With the rapid integration of electronic products into the traditional lecture rooms, teachers, however, are more or less passively involved in an uncontrollable instructive activity with the students who are enjoying much more equal status in access to learning resources. As a result, the instructors are losing their traditional higher profile facing with the so called 'e-babies' in the e-time. This paper tries to relocate the roles played by the classroom teachers and explore more electronic approaches to be integrated with the human interaction and instruction which leads to a better outcome of the whole learning process.

# **Principles and practices of MOOC development for language learning: The RUC case**

Guodong Jia  
Renmin University of China

Ever since the formal birth of MOOCs in 2012, language experts and instructors have been active in discussing and practising the development of MOOCs for language teaching and learning. In recent years we can see language MOOCs appearing in three main platforms – edX, Coursera and Udacity – for example, “Academic and Business Writing” on edX. It has also been a trend for universities in mainland China to be involved in MOOC development. On 15 January 2018, the Ministry of Education (MOE) officially announced 490 national excellent MOOCs of all disciplines. The MOE encourages more universities to participate in the process of future MOOC development. This paper discusses the principles and practices employed and implemented by Renmin University of China in the development of its MOOCs, including two English writing ones. The principles are based on constructivist and connectivist approaches covering four major areas, i.e. the content design, interface design, interaction design and feedback design principles, which directs the whole MOOC development process. The paper also illustrates the application of these principles with some developed courses. The paper concludes that MOOC development should follow the basic principles accepted globally but should also vary in practice in consideration of Chinese learners' learning styles and learning environments.

# The rhetorical structure of TED talks: A comparative study

Jingxin **Jiang** & Guangwei **Hu**  
Chongqing Technology and Business Institute, China  
The Hong Kong Polytechnic University

This study reports on a newly completed study that drew on Swales' genre analysis theory to explore the move structure of TED talks as well as possible cross-disciplinary and gender-based differences in the incidence of different rhetorical moves. Following Biber, Connor, and Upton's (2007) approach, this study analysed 157 talks from four disciplines (i.e. Political Science, Education, Biological Science, Electrical Engineering) and the two gender groups (i.e. male and female) to identify ten distinct moves, including three compulsory moves appearing in more than 95% of the sampled TED talks and seven optional moves occurring in 37–67% of these talks. Further inferential analyses revealed no statistically significant differences in the incidence of the moves between the soft and hard disciplines. Significant gender-based variations were, however, found for three optional moves. These results are attributable to the promotional nature and communicative purpose of TED talks, speakers' awareness of their audience's needs, characteristics of the presentational mode, and people's socio-psychological tendencies. They can deepen our understanding of a new and popular genre, contribute to our growing understanding of discourse at the intersection of the academic and public domains, and promise to yield important pedagogical implications for the teaching of public presentations.

# **Exploring teacher engagement with digital multimodal composing in a Chinese tertiary EFL curriculum**

Lianjiang **Jiang** & Yi **Zhao**  
Jimei University

While many studies have examined the impact of digital multimodal composing (DMC) as a new literacy activity on L2 learners' language development, L2 teacher's engagement with DMC is under-conceptualised and underexplored. Based on a qualitative analysis of five EFL teachers who implemented in their curriculum a year-long DMC program within which students produced multimodal videos, this study has examined how L2 teachers engaged with DMC in pedagogy. Data collected from multiple sources, including observation, interviews and documents, show the complexity of teacher engagement as individual construction mediated by teachers' socially conditioned identity commitments. Teachers who retained a traditionalist view of their identity engaged with DMC as incidental to print-based language learning, and teachers who operated in a survival mode manifested ambivalence about the means and the end of using DMC. However, teachers who had a future-oriented view of their identity turned out to engage with DMC as an integral part of teaching. These individual variations in teacher engagement and identity commitments were related to teachers' views of themselves, views of students and theories of language. These findings lead to a framework of L2 teachers' pedagogical engagement with DMC. Implications for teacher education amid multimodal curricular change are also discussed.

# **On the differences in language policy in China and the United States and their enlightenment from the perspective of official language**

Shu **Jin** & Meihua **Chen**  
Southeast University

This paper attempts to compare the language development history and modern language legislation of China and the United States. Through discussing the history length, the population composition and religious beliefs, the paper analyses the affecting factors of the two countries' language policies. Two major language movements in the two countries, the popularisation of Mandarin in China and the English-only movement in the United States, are also reviewed. In the end, proposals are suggested for how China should continue its current language policies, adjust its language tests and protect its dialects.

# **Fact-finding survey: Japanese EFL learners' oral communication strategy use and consciousness**

**Yukiko Jozaki**

Kyushu University, Graduate School of Integrated Sciences for Global Society

This study examines Japanese EFL learners' oral communication strategy (OCS) use and its relevance to their consciousness while speaking and listening to English. A self-report questionnaire survey was conducted among two groups of Japanese university first-year students ( $N=384$ ). Three types of data were collected: the respondents' self-assessment of English skills, the frequency of oral communication strategy use, and opinion on introducing English as a medium of instruction (EMI) to university classroom. The data collected were analysed in order to establish the relationship between the types and frequency of OCS use and students' standardised test results, as well as to explore the specific learning behaviour of Japanese students in light of 'good learner strategy' suggested by previous studies. The results revealed that there is no significant correlation between OCS use and foreign language performance as assessed by TOEFL, along with the learners' overall low-frequency use of OCS. Another focus of the study was also placed on the identification of difficulties and challenges in the process of oral communication for Japanese learners who are expected to be good communicators in English not only academically in the accelerated internationalisation of Japanese universities, but also professionally in their post-graduation careers in a globalised working environment.

# **Participants' perceived effectiveness of a teacher development program: Filling the gap**

Hanbyul **Jung**  
Seoul National University

Rapid development in the proficiency level of English learners serves as an impetus for continuous training and development for in-service English teachers in South Korea. Drawing on qualitative and quantitative analysis of program evaluative focus groups, this study aims to highlight the perceived effectiveness of the study-abroad teacher development program.

Data was collected across eight groups of teachers participating in an intensive teacher development program in the U.S. Quantitative results from a needs analysis ( $N=146$ ) and conversation analytic results from the focus groups highlight the participants' perceived effectiveness of the study-abroad program, specifically focusing on their (a) collaborated evaluation and (b) the (mis)match between their initial needs and their experience of the program. Following a quantitative report, this study will further implement conversation analysis (CA) and membership categorisation analysis (MCA) to provide a close examination of the interaction between participants, specifically highlighting the interactional resources implemented in collaborative evaluation. Implications of this study are twofold: (a) methodological in that the complementary mixed methods approach enabled a more in-depth understanding of the research question, and (b) pedagogical in that the findings served to inform decisions to improve and further customise and develop the in-service teacher training program to better serve the participants.

# **Cross-cultural and global competency through GTU: Learning Vietnamese**

**Bae Jungok**

Kyungpook National University

This presentation will introduce cross-cultural and global competency acquisition through the Global Teacher's University (GTU) program initiated and funded by the Korean Ministry of Education in conjunction with the Korea Research Foundation. Four universities in Korea currently participate in the GTU program to enhance the international perspectives and cross-cultural understanding of prospective teachers. This presentation shows the GTU goals and ways to achieve the goals through a particular case of learning Vietnamese by 15 students from Teachers College in Kyungpook National University, South Korea. The presentation shows the motivations of these students to learn Vietnamese and the motivations of the program to create, facilitate and monitor their learning.

# **Glocal me: Negotiating identity as an ELT professional**

**DJ Kaiser**  
Webster University

This U.S. presenter first went to China for a week in 2014 where he was asked at the very last minute to give a faculty lecture and a seminar on English language teacher, shifting his role from observer to 'authority'. Despite prior overseas teaching experience, the presenter found himself negotiating methods and approaches taught and used in North America and Europe with the application of those in a new Asian context. The presenter's self-reflection focused on finding ways to be culturally sensitive, provide appropriate 'assistance', and learn about a new ELT context. Reflecting back on that 2014 experience in China and on additional professional ELT experiences in Uruguay, Argentina, Brazil, Peru, Ecuador, Spain, Greece, United Arab Emirates, Thailand and Vietnam, the presenter will explore the glocal identities one must negotiate as an ELT professional today. Topics in ELT such as language teacher identities (Varghese, Morgan, & Johnson, 2005), global varieties of English (Crystal, 2003; Kachru, 1990), postcolonialism (Lam, 1999; Pennycook, 1998), linguistic imperialism (Canagarajah, 1999) and native-speakerism (Barrat & Kontra, 2000; Holliday, 2005) will be addressed to help facilitate cross-cultural professional communication globally and locally.

# **Sharing the stage with a screen: Co-teaching in videoconference-assisted language learning**

**DJ Kaiser**  
Webster University

In 2012 Uruguay initiated the project Ceibal en Inglés to provide English language instruction to 4<sup>th</sup> through 6<sup>th</sup> grade students via interactive videoconference (IVC) and now currently serves more than 3500 class groups every week (Kaiser, 2017). Students receive one weekly remote lesson taught by an experienced remote teacher (RT) in Asia, Europe or South America. Classroom teachers (CTs), who may be learning English with their students, are expected to teach two follow-up English lessons each week using provided lesson plans (Plan Ceibal, 2016). This presentation will report on survey data from more than 600 Uruguayan classroom teachers that share their classroom every week with an English teacher who enters the classroom via videoconference. These data will be supplemented by interviews with teachers and 10 weeks of observation notes. Through a focus on the role of classroom teachers still trying to learn or strengthen their English (Kaiser, 2017) this paper will explore how a combination of remote teaching, team teaching and blended learning (Brovetto, 2017) can help teachers with lower language proficiency teach English more effectively. This project has strong implications for ELT anywhere where teachers struggle with the target language and where technology may be part of the solution.

# Deconstructing ELT in the EFL context: My autoethnography

Hari Chandra **Kamali**  
Kailali Multiple Campus

The teaching of English in Nepal is experiencing a major paradox: it is being guided by *global theories and practices* in the *foreign language context*. So confusions and conflicts are more common in Nepalese ELT classes. So the question often haunts the teachers: should we focus on global practices or on the local context? My own experiences of teaching English from primary to master's level for about two decades suggest that this paradox is very common but difficult to deal with. Due to this fact, ELT in Nepal has not become so effective; we can find many frustrating experiences among many practitioners. I myself came across this paradox and frustration and tried to find more effective ways out. Then I started focusing more on the local context in ELT, declaring myself as a Nepanglish teacher. In addition, I founded my ELT practices on Derrida's *deconstruction* which helped me theoretically deconstruct global practices in ELT and apply them more effectively in the local context. I now strongly believe that deconstruction is a more effective strategy/method in teaching English in the EFL context such as exists in Nepal.

# **How Japanese students should take in logical thinking when learning English: Bi-thinking**

Junko **Kambara**  
Fukuoka University

In this poster presentation, the presenter challenges to propose a way to take in logical thinking in English language for Japanese students (or probably enough to say Asian students) called 'Bi-thinking' (a word coined by the presenter). Learning logical thinking should be fundamental in mastering English: not only daily interpersonal communication (BICS) but also cognitive academic language proficiency (CALP). It is well known, however, that Japanese are poor at thinking logically, let alone Japanese students learning English. There is an underlying gap between Japanese and English in terms of way of thinking, which can cause an obstacle when Japanese students try to express what they want to say and write in English (or presumably in other western languages). The presenter tries to explain the difference between the western thinking style and the Japanese one from the viewpoint of how people see the world, so that we should appreciate the difference and enhance our own thinking style first before learning another thinking style. And the presenter proposes thinking in two ways: Bi-thinking by analysing two different thinking styles, which can lead to organising one's thoughts into the English language in its logical way.

# English and level of happiness

Jiyoung **Kang**

Chung-Ang university in Korea

The purpose of this study is to understand the correlation between English and the level of happiness of EFL students in Korea. Based on a proven association between the level of happiness and education in previous researches, this study is examined from education to English closely and intensively. In other words, I would like to provide a worthy and needs of studying how English affects happiness for EFL students in Korea. For the study, data were gathered through a questionnaire from 300 students who are in middle school, high school and college in Korea. The questionnaire consisted of three categories: (1) happiness in present life, (2) happiness in school life, and (3) happiness in English class and English. And all questions consisted of a multiple-choice question and an open-ended question. The analysis indicates a correlation between English and level of happiness. Suggestions and implications for an association between the level of happiness and English education are also made.

# **Building intercultural competence in the EFL classroom**

**Minhee Kang**

Korea National University of Education

Seoul Ministry of Education

One of the key questions in our field is what makes successful communication. As we live in a society of multiple cultures and values, the need for language learners to use language in socially and culturally appropriate ways is rapidly growing. Knowledge and skill in the grammar of a language are necessary but cannot be the only means for successful communication. Our students need to learn how to show respect for different beliefs and values and how to work together as a team with people from different cultures. Therefore, since I became a language teacher, I have tried to guide my students to learn how to communicate and cooperate with people from different cultural backgrounds. Through these efforts, I believe my students have developed skills to communicate successfully and build meaningful relationships with people who do not share the same culture. In the presentation, I will be sharing my experience of how I helped students build intercultural competence through class-based activities and cultural exchange projects with students from a different country.

# **Study on audio-visual resources for student-athletes' ESP course**

**Namhee Kang**  
Chung-Ang University

This study aims to address a learning and teaching model for student-athletes who usually have higher motivation for their athletic success than for academic achievement, using teacher-crafted videos based on sports-related YouTube videos and a 1-minute paper (OMP) strategy. In total, 22 Korean male student-athletes took an ESP course for one semester and completed weekly OMPs, a pre- and a post-survey, and focal interviews. The findings show that first, most of the students had positive mindsets towards the necessity of English instruction and the importance of learning English. They ended up feeling their English abilities were enhanced, which illustrates that they might have confidence in communicating in English. Second, teacher-crafted videos made up their missing classes and helped review, which is similar to the fundamental concept of flipped learning. Third, the OMP strategy was a very effective mechanism for the teacher-students' interaction and active learning by students. Fourth, they commented that easy-access online video clips gave the students more exposure to the English language, and short utterances in the videos with the teacher's comprehensible explanations were fun enough to motivate themselves. They also mentioned the teacher's role as a facilitator was definitely vital in terms of their atypical lifestyles and special needs.

# **A study of the criteria design and application to the criteria: Referenced measurement test of English**

SeokHan **Kang**, Juyeon **Yoo** & Hyunkee **Ahn**  
Konkuk University  
Seoul National University

The paper investigates whether teacher raters' differentiating L1 nativeness affects their rating patterns in the English speaking assessment and, if so, what criteria cause the difference. More specifically, this study examines (1) the similarities and differences of criteria design for the two groups (native English teacher raters vs Korean English teacher raters), (2) the rating patterns of both groups' actual assessment to determine the characteristics of their criteria application, and (3) test-takers' response to the teacher raters' evaluation of both groups. The results show that teacher raters of the two groups approached the criteria design and application differently in a subtle way, which resulted in different assessment patterns and had an influence on the test-takers' satisfaction levels. There are some similarities and differences between both groups. In the survey of the criteria design, both groups set topic performance and expression abilities as the most important criteria areas in the assessment, whereas the accuracy of grammar is considered less important. However, the two groups present different sets of opinions on interactions, expression ability and relevant knowledge.

# Implementing task-based teacher training: Lessons for professional development

Padmini Shankar **Kankata**

The English and Foreign Languages University, Hyderabad, India

This paper documents how task-based teacher training is used as a tool for professional development. It reports the lessons learnt by the trainer in terms of three major aspects of training: a) the content (i.e. language skills and elements), b) the delivery (i.e. the tasks and activities), and c) the assessment techniques. The paper is based on a 60-hour teacher training course, **The Teaching of Skills**, offered to 30 trainee teachers of the MA ELT programme at the English and Foreign Language University, Hyderabad, India. The training consisted of six modules: teaching vocabulary and grammar, and developing listening, speaking, reading and writing. Training was offered through tasks and responses to prompts. It also included discussions on readings and selected video lessons. The data are gathered from three tools: a) issues from task completion, b) themes from micro teaching, and c) salient points from the self-reflection / lesson observation reports. The frameworks of Littlewood (2012) and Farrell (2015) are used for analysing and interpreting the data. The findings reveal that trainees a) show interest in content related to principles of teaching, b) rate tasks that trigger problem-solving as highly effective, and c) consider microteaching as helpful in shaping them into prospective teachers.

# English as a commodity: Promoting critical awareness

Tsubasa **Kawabata**  
Tamagawa university

This study investigates how the discourse of 'globalisation' is represented in university web sites with a special attention to the cases from Japanese private universities. Commercialisation not only applies to goods but also language ability. English is in demand in Japan, so, many companies and universities regard English as a commodity as suggested by Hatano (2017). Many universities promote their programmes as though they were commodities. Their web sites display the commodities, i.e. 'English', 'globalisation', to attract applicants. This tendency is a reflection of the discourse of 'globalisation' prevailing in Japanese society. However, the reliability of the discourse has not been confirmed. In this presentation, I will discuss my preliminary analysis of examples from the web pages of two different academic units and discuss how the key words contribute to the acceptance of the discourse of globalisation. The main findings are as follows: (1) the word 'English' is used as if it were a synonym for globalisation; (2) in addition, there were a number of institutions in which include conflicting views towards the teaching and learning of English. Based on the preliminary study above, I will discuss the potentials of analysing the discourse of globalisation and promoting critical awareness to university applicants.

# **Role of digital technologies in facilitating the learning of ESL writing among pre-service teachers in Malaysia: A literature review**

**Li Li Kee, Razali Abu Bakar, Abd Samad Arshad & Noordin Nooreen**  
Universiti Putra Malaysia

Regardless of the evolution in the methods of teaching writing, Malaysian ESL learners are still taught with poor writing instruction (Singh, 2013). One of the concerns is due to fact that essay writing is still a major challenge for many pre-service teachers of English (Ahmed, 2010), who are important figures as they will need to teach students how to write. Teachers are not able to teach writing if they have not experienced the writing process (Graves, Tuyay, & Green, 2004). This paper reviews the literature on pre-service teachers' experiences about the role of digital technologies in facilitating the learning of ESL writing. The paper seeks to look into these problems which pose obstacles to future teachers in effectively teaching writing skills. Based on this review, the author suggests that in order to reduce the complexity of the writing process, educators must opt for writing in alternative ways which allow communication with readers and bring opportunities to explore new writing genres. To achieve this goal, the author recommends the use of sound instructional practices that match the utilisation of digital technologies (i.e. e-book writing software via a process-based approach) to jump start the change in pre-service teachers' ESL writing process.

# **Pre-service EFL teachers' social negotiation of identity: A case study**

Laura M. **Kennedy**  
Michigan State University

Through the Fulbright Commission in South Korea, elementary and secondary pre-service English as a foreign language (EFL) teachers are prepared to teach through an intensive 6-week teacher preparation program. As a former participant of this program, my current research focuses on pre-service EFL teachers' identity development during the transition period from pre-service to in-service. Drawing on data from an ethnographic case study of 12 pre-service EFL teachers in South Korea, the present study explores the ways in which weekly small-group discussions supported participants' identity negotiations. I discuss three types of identity resources that were made available to discussion participants: material, relational and ideational (Nasir & Cooks, 2009). Building on Wenger's (1998) theories of learning within communities of practice, I then discuss the ways in which three of the participating teachers used these resources to socially negotiate their imagined teacher identities. The work presented here has implications for better understanding the relation between pre-service teacher learning and identity in informal settings – an important connection for EFL teacher educators to understand, given pre-service teachers' often perceived mismatch between teacher preparation programming and classroom teaching (Hamiloglu, 2014; Waller, Wethers, & De Costa, 2017).

# **Collaborative projects: A pathway for change and development**

Rubina **Khan**  
University of Dhaka

The poster presentation session will present the outcomes of a tertiary-level collaborative project between a South Asian university and a UK-based university. Activities included curriculum and professional development through workshops, conferences, mentoring and developing writing materials.

# **Genre-based approach to writing: Somewhere between torture and fun**

**Oksana Kharlay**

Macau University of Science and Technology

Nowadays some may consider the act of writing a tedious endeavour, especially teenage learners brought up in a digital age. This could be due to any of several reasons: perhaps they had limited writing practice in their first language; or maybe they think they do not have anything to say or cannot come up with new ideas; or possibly, because of limited writing practice activities in the classroom. Writing also takes up valuable classroom time and after-class teacher's time. This workshop will introduce a genre-based approach in teaching writing by turning it into an engaging and motivating activity. The aim is to help learners to identify and analyse global (context, purpose, participants, appearance, organisation) and local features of the genre in order to "equip them to better tackle authentic real world writing tasks" (Hyland, 2003). Workshop participants will also have the opportunity of discussing differences between two approaches to writing – genre-based and a more 'traditional' product – and share positives and negatives of their use in the classroom.

# Grammar in secondary school English textbooks in Korea

Haedong **Kim**

Hankuk University of Foreign Studies

This presentation reports the analysis of grammar items in ELT textbooks and presents findings about the effect of grammar items in an ELT textbook on learners' knowledge of grammar. According to the National English Curriculum in South Korea, there are 192 grammar items at the middle school level. However, in the 1st grade middle school textbook, on average only 9.3 items are found in the textbook. This means that students need to learn the remaining 182 grammar items in the 2nd and 3rd grades of middle school. The results of a grammar test involving a total of 84 middle school students revealed that the items of grammar covered in the textbook were answered correctly twice as often as those not in the textbook. Based on the findings, it can be proposed that greater emphasis be placed on selecting grammar for the development of learner-friendly materials in a specific EFL context. Since textbook publishing for public schools in South Korea depends on the government-provided curriculum and the publishers of the textbooks, the government and the publishers should discuss the rational distribution of grammar items to appear in the textbooks for each grade of middle school.

# **Investigating the use of children's English literature in Korean primary schools and its implications for developing teacher training programmes**

Hae-Ri **Kim**, Kyung-Jin **Park** & Hae-In **Park**  
Seoul National University of Education, Seoul · Korea  
Eonbuk Elementary School, Seoul, Korea  
Noryangjin Elementary School, Seoul, Korea

This study investigated the current situation of using children's literature in primary schools in teaching English and then suggested directions to develop teacher training programs in Korea. The data were collected from 101 primary school teachers through online survey questions. Based on the data analysis, the study yielded the following results. First, the participating teachers perceived children's literature as a source in teaching English language rather than literary work. Most teachers considered children's literature in primary English instruction as helpful especially for motivating students, but not many teachers actually used them in their classes. They also tend to use literature as a stimulus for motivating rather than as a means of teaching English. Second, the study provided direction for developing an effective teacher training programme using children's literature by reflecting issues raised by the teachers. Choosing proper literary texts for their students' language level and preparing materials using the texts were the most difficult issues for the teachers. Many teachers had limited knowledge about how to apply literature effectively in a way of connecting it to a national curriculum. Based on the results, implications were provided.

# Designing L2 interactive tasks with an artificial intelligence robot

Heyoung Kim  
Chung-Ang University

This workshop intends to explore second language learning–related new technologies and applications in the 4<sup>th</sup> industrial revolution era and to predict how English class can be changed with these tools and resources in the future. For this purpose, first of all, new terms and technologies will be reviewed, and some potentially powerful language learning applications will be highlighted. This presentation will particularly focus on the possibilities and limitations of AI assistant bots such as *Google Home* and *Amazon Alexa* from the L2 pedagogical perspective by providing examples based on discourse analysis. Next, the presenter will suggest four types of AI bot-assisted task design that can be easily applied to EFL classes for any English proficiency level: 1) information finding, 2) problem solving, 3) asking for suggestions and 4) form-enhancing tasks. Each task type will be demonstrated with ready-to use examples with an AI assistant bot in this workshop. Finally, design tips and principles will be suggested for EFL educators who want to utilise AI robots for their language instruction.

# **Learners' processing of indirect feedback: Does deeper processing signal better self-correction?**

Ok Yeon **Kim** & Eun Sung **Park**  
Sogang University

Most studies on written corrective feedback have examined the efficacy of different types of feedback – namely direct and indirect feedback. The current study focuses solely on indirect feedback in order to examine whether learners with different proficiency levels show different self-correction patterns and to explore learners' attentional processes as they self-correct their errors. Twenty-four learners of L2-Korean with different levels of proficiency (elementary vs intermediate) were asked to think aloud while self-correcting their errors. The self-correction results revealed that learners, regardless of proficiency level, were able to correct more than a third of their errors. The think-aloud analysis indicated that when learners accurately verbalised the target error type in their protocol, they were also able to accurately correct 60% of their errors. The findings show that learners' awareness of the target error type is essential for learners to accurately self-correct their errors. Findings are discussed with pedagogical implications and avenues for future research.

# **Developing speaking materials using drama techniques for EFL young learners**

**Seulki Kim**

International Graduate School of English

This project aims to develop materials that will help young learners to be more motivated and engaged in language learning and give them more chances to use what they learn in school. In drama class, a wide range of interactions can happen. Also, according to Lantolf & Khanji (1982), students with the lowest level of communication skills can negotiate if there is opportunity and motivation. The author collected questionnaires from English teachers. Many of them responded that they are willing to use process drama techniques for their classes if there are sufficient materials to use fitting the target learners. However, there are few materials process drama teachers can use in their classrooms, which suggests that process drama materials need to be developed. For the pilot study, the content and the topic were selected considering their learning preferences and the target context to let the young learners engage in language learning. Also, for practice, additional materials with language practice were presented. The first pilot with the sample chapter was performed by the author through a demo class for 25 English teachers and various feedbacks were collected.

# **Neither FOBs nor Twinkies: Learner identity of Korean early study abroad students**

Shinhye **Kim**  
Keimyung University

As English is regarded as a crucial tool for communication and gaining a competitive edge in the job market, the number of Korean early study abroad (ESA) students in U.S. universities has greatly increased. Recent studies from the post-structuralist perspective have paid attention to the relationship between second language learning and sociocultural context, and learner identity has emerged as an important issue in our field. Considering the large number of ESA students and the scarcity of studies on their identity construction, the study aims to illustrate the trajectory of Korean ESA students' identity construction. Using the notion of communities of practice (CoP; Wenger, 1998) as a theoretical framework, data were collected from interviews with six Korean ESA students in U.S. universities. The findings show the participants' learning and using English was closely related to their participation in Korean- and English-speaking CoP. Their imagined identity of a perfect bilingual and bicultural elite had to be negotiated with the peer pressure and their fear of losing friendship. The findings suggest that second language learning does not simply mean adding an additional language but involves constructing a new identity.

# **Revisiting causes of article misuse: Prioritisation of specificity over definiteness**

Sugene **Kim**

Nagoya University of Commerce & Business

The English articles – indefinite, definite and zero articles – are taught as a binary system based on nominal countability and definiteness. Despite the detailed prescriptive grammar rules, it has been consistently reported that their correct usage is extremely difficult even for advanced learners of English. Given that an English sentence (except for an imperative) cannot be constructed without a noun, which is always paired with an article, it is essential to understand specifically what causes English learners to make wrong choices. To that end, this study examined 43 Korean college students' article use employing a forced-choice elicitation task. In addition to choosing the correct articles, the participants made a written comment about their decision-making procedure for the article choices. Their performance on the task and the written think-aloud data suggested that most EFL learners exhibit fluctuation between specificity and definiteness, overgeneralising the use of the definite article for almost all cataphoric references. Particularly, most participants were ignorant of the possibility of using nouns as specific indefinites. Such findings underline the necessity of teaching the specificity feature of a target noun, albeit not morphologically marked in the English language, to help English learners understand the English article system correctly.

# **Does anonymity make a difference in peer review?**

## **An empirical investigation in the Japanese EFL context**

Sugene **Kim** & Dennis **Koyama**  
Nagoya University of Commerce & Business

Incorporating peer review into the writing process is popularly practiced in English as a second language (ESL) or a foreign language (EFL) writing classrooms. Amid burgeoning research showing how – or whether – peer review affects learners' written output, a few studies have suggested that Asian students exhibit difficulty in providing negative feedback as they tend to be hesitant to criticise each other's work. Since the studies were undertaken in an ESL setting with a relatively small number of participants, this study set out to verify and extend the previous findings. Sixty-four Japanese college students from four intact English composition classes participated in this study. They reviewed peers' work in both face-to-face and anonymous conditions over the 14-week semester. The pre-review survey elicited participants' perceptions towards peer review in general; the post-review survey additionally asked their preference towards one type or the other. Semi-structured interviews were also conducted to solicit in-depth responses about their experiences and perspectives. Analysis of the collected data indicated that Japanese EFL learners' preference towards a certain review type interacts closely with various factors so that one cannot generalise learners from non-western cultures collectively as reluctant peer reviewers. Possible pedagogical implications are discussed, and suggestions for organising peer-review sessions are made.

# **ESP writing for English-mediated content courses**

Sung Yeon **Kim**  
Hanyang University

Writing in an EFL context is often a language skill that must be acquired, and for this reason good writing is often equated with generating grammatically correct sentences (Kim, 2014). This explains why many previous studies on L2 writing studies have focused on learning to write (Chandler, 2003; Ferris, 2004; Kim & Ryu, 2009; Lee, 1997; Truscott, 2007). While a few studies have looked into writing in content courses (Lee, 2012), they are limited because they simply explored cases of writing-to-learn in one field of study. This study is an attempt to explore the functions of writing in an ESP context at college settings in Korea. The study aims to examine if and to what extent the writing-to-learn takes place in English-mediated content courses in the Korean college context. The present study is comprehensive in its scope in that it collected multiple sources of data: interviews with college faculty, surveys with students and school curricula. The present study is significant in that it is one of the very few studies that have explored writing in English-mediated content courses in various disciplines in an EFL context. More detailed findings and their pedagogical implications will be described and discussed.

# **Assessment feedback for "digital natives" in the English medium instruction (EMI) classroom**

Victoria **Kim**

Ulsan National Institute of Science and Technology (UNIST)

In recent years, accrediting bodies for business schools with a global perspective have regularly highlighted assurance of learning, assessment and feedback as critical program components that require continuous improvement in higher education. Striving to join the internationally accredited elite group, the business school where the present study was conducted continues to refine its curriculum and enhance its teaching effectiveness by employing innovative pedagogical approaches in its English medium instruction (EMI) classes. To overcome the challenges associated with EMI practices, novel approaches are needed to address the gap between the original intentions of the EMI policy and the actual student and faculty performance. One of the innovative approaches to delivering feedback is individualised audio-visual feedback using screencast technology. Previous research suggests that audio-visual feedback may resolve some of the current problems with traditional written feedback. Pre- and post-writing tasks and pre- and post-questionnaires on academic motivation were employed in the study. The results suggest that audio-visual screencast feedback is received more positively by the EFL learners, and that simultaneous visual cues and detailed explanations promote better understanding and engagement, and active listening. In addition, this type of media-rich feedback significantly improves learners' writing performance and academic motivation.

# How to make effective use of English storybooks with Google

## Translate

Youngwoo **Kim** & Joohee **Kim**  
International Graduate School of English  
The Cyber University of Korea

Paper books are still important in the education field, even though the present era in which we live is dominated by diverse digital technologies. People have used books for a long time as a knowledge transfer and an educational medium. There has been a claim that paper books will disappear with the advent of e-books, but paper books are still loved by people. When students learn English as a second/foreign language, they often use English books with stories. English storybooks consist of stories that appeal to students, and images help them to understand the stories. However, English books are often not as easily read as books written in the native languages of English language learners. A teacher needs to help if his or her students have difficulty in reading English storybooks. If that is the case, digital technologies can be used to help them. In this presentation, we will demonstrate how to use Google Translate, one of the digital technologies. With the presentation, technological and theoretical concepts such as speech recognition, text-to-speech, rough-draft translation, post-editing, language literacy, ICT literacy and multiliteracies will be discussed.

# Enhancing information, media and technology skills through digital storytelling

Maria Virginia **Kitan**  
University of Baguio

Digital storytelling is a combination of traditional storytelling and technology with the integration of text, audio and visual elements (Leopold, 2010). A growing body of literature has explored the ways that digital storytelling is used in various areas including K-12 education. There is scant research, however, on evaluating digital stories as multimodal texts. The purpose of this study is to examine the extent of the contribution of digital storytelling to the development of information, media and technology skills, which are essential skills for 21st century learning and occupations. It also aims to evaluate the quality of digital stories. The descriptive quantitative design was used in this study. Using rubrics, the participants evaluated historical, informative and personal digital story projects available on YouTube. Results show that digital storytelling contributes to a great extent in developing the information, media and technology skills of students as perceived by the participants in this study. The results further indicate that students still need technical skills in producing digital stories, specifically in integrating audio effects and giving credit for information, sound and images used in the digital story. The module designed by the researcher will hopefully aid senior high school students in creating digital stories.

# **(Mis)representation of World Englishes in Japanese business magazines' English study articles**

Yoko **Kobayashi**  
Iwate University

The present study is stimulated by Japan's major business magazines' periodic publications of front-cover feature issues on English study methods since 2010, the year when Japan ceded its spot as the world's second-largest economy to China. Informed by the theoretical framework of media discourses and the concept of 'ideal subjects' (Fairclough, 2001), it analyses Japan's four business magazines' 19 special issues on English study methods published from 2012 to 2017; in particular, the extent to which the articles are informed by academic discussion on English(es) such as WE (World Englishes) and ELF (English as a lingua franca) and depart from native English norms. The findings suggest that although numerically limited, native English teachers appear in the magazines as authoritative figures who can point out Japanese businessperson's' incorrect English usage. The same magazines or magazine issues are also found to inform the readers of perplexing information about the importance of speaking what they call World/Global/International English by quoting 'experts' whose expertise comprises trendy or dubious advice about such English. The finding that Japan's business magazines make nearly zero references to academic scholarship is worthy of attention, because it is indicative of a void between academic communities and the business world/magazines.

# Fostering learners' willingness to communicate in Japanese contexts

Katsuyuki **Konno**, Tsutomu **Koga**, Rintaro **Sato** & Adrian **Leis**

Ryukoku University

Tokai University

Nara University of Education

Hokkaido University of Education

Iwate University

Miyagi University of Education

In Japan, where learners have limited exposure to English in daily life, there is an increasing demand for acquisition of higher English communication competence to survive in this globalised world. Because of this strong demand, many educators have attempted to provide learners with as many opportunities as possible to implement English in the classroom, and thus various communication-oriented, output-based activities are being brought into the school curriculum to transform classes into real communication scenes, in which English is used as the main medium of both instruction and communication. However, there are still many learners who are reluctant to communicate with others in English even during English communication activities. One of the biggest challenges that English education in Japan is facing is that teachers and researchers are still struggling to find effective ways to foster learners' active use of English. In this colloquium, therefore, presenters will discuss how to develop learners' willingness to communicate (WTC) and motivation with special attention to the teaching methodology unique to the Japanese EFL contexts from theoretical and practical viewpoints. The presenters hope to finally discover efficient ways specific to Asian contexts to enhance learners' WTC by sharing ideas with the audience.

# **In pursuit of meaning: Teaching EFL through discourse analysis**

Larisa **Krainik**

Far Eastern Federal University

Teaching English as a foreign language occurs in settings 'constructed' in the classroom by coursebooks and language teachers. They are tailored to suit a particular learner's need at a particular stage of learning. This usually requires splitting the complex authentic communication in English into discreet levels so that the learner may not be confused and frustrated. Scholars agree that the so-called atomistic or bottom-up approach is often warrantable and even indispensable at some point in language teaching and learning. However, it is understood that those separate levels need to be reintegrated for real communication to take place. To be able to break through "the level of the sentence", students have to 1) study the structure and texture of texts as whole units, 2) become aware that meaning is constructed in the social practice of language and is sensitive to context, and 3) be exposed to different types of discourse. This presentation describes the author's experience in teaching a course in discourse analysis, outlines the approaches adopted, dwells on challenges and findings, and reports on course outcomes.

# **Podcasts as an extensive listening program: Improving listening sub-skills using smartphones**

Lindsay **Kropp**  
Phoenix Academy

Podcasts are a nearly infinite source of free, authentic listening material which is available anywhere there is an internet connection. They can provide learners with a huge amount of listening material on every topic imaginable and use language that learners are more likely to hear outside the classroom than the listening tracks provided with their course book. Therefore, this action research aimed to develop an extensive listening programme using podcasts as the main source of material. Learners at a roughly intermediate level (between B1 and B2 on the CEFR scale) were given a range of listening tasks to be completed outside the scheduled class time, including cloze, comprehension and free response activities, among others. The learners were assessed upon their selection for the program and throughout the course. Assessments were given to gather data on the efficacy of such an extensive listening program so that conclusions may be drawn for two purposes. The first is to inform the teaching of ELICOS and general listening skills, and the second is to determine the usefulness of the inclusion of a podcast extensive listening program in courses that prepare learners to take the listening skills portion of exams such as IELTS or TOEFL.

# **Benefits of telecollaboration on Korean primary school students' development of intercultural competence**

Keong Y. Ku  
Keimyung University

The study explored whether Korean primary school students' intercultural competence (IC) was developed through telecollaboration with Australian peers. In total, 172 Korean fifth-grade students and 205 sixth-grade students collaborated on diverse cultural and global issues over 8 months with at least six videoconference sessions. Each videoconference session dealing with one specific topic was designed based on Sadly and Dooly's telecollaboration process (2016). To evaluate their IC, Fantini's tool of intercultural competence (2007) was modified with the consideration of the subjects' cognitive and language background, and total of 20 questions were used consisting of five questions in each component of Fantini's model. The findings are that (1) Korean elementary school students of grades five and six promoted their IC while telecollaborating with their Australian peers; (2) they improved their competence in each component of the intercultural competence: knowledge, behaviours, skills and awareness; (3) among the four components of IC, the knowledge area was increased most, followed by skill; but, (4) the students of grade five developed their behaviours the least while those of grade six developed their awareness the least. In conclusion, the learning opportunity in telecollaboration with Australian peers benefited Korean elementary school students in developing their IC.

# Young learners' lexical inferencing in second language listening

Young Ju **Ku** & Kilryoung **Lee**  
Hankuk University of Foreign Studies

This study examines young learners' lexical inferencing success rate, their use of knowledge sources and strategies to infer the meaning of unknown words in L2 listening. Also, it aims to explore the factors associated with the lexical inferencing process. Ten-year-old elementary school students in the fifth grade ( $N=12$ ) voluntarily participated in the study during the period of seven weeks. Data were collected from a TOSEL listening test, pre-test, one-on-one lexical inferencing task sessions, semi-structured interviews and field notes. The study found that young learners' overall lexical inferencing success rate was not high, but they used various knowledge sources (grammatical, world and discourse knowledge) and strategies (linguistic inferencing, repetition, elaboration and between parts inferencing) to infer the meaning of unknown words in L2 listening passages. In particular, they used different knowledge sources and strategies according to the nature of the target words. Word segmentation ability and the nature of the target words were found to be the factors associated with lexical inferencing success. The findings provide pedagogical implications and suggestions for further research.

# Communicative language learning through local literary texts

Parveen Kumari  
Central University of Jammu

**English**, the most read and written language in India, also **occupies an imperative space in the legal, financial, educational, business and political arenas. English is often comfortably mingled with other Indian languages in conversation. Hence, English has over a period of time has become an Indian language**, as a language belongs where it lives. As Raja Rao in his Foreword to *Kanthapura* states, “It is the language of our intellectual make up – like Sanskrit or Persian was before – but not of our emotional makeup.... The tempo of Indian life must be infused into our English expression.” In this context the issues that require close attention are the use of English, correct punctuation, the difference between the languages of intellectual and emotional makeup, and the issue of ‘style’. The present paper makes a comparative study of two poems, “Saturday Market” by Charlotte Mew and “In The Bazaars of Hyderabad” by Sarojini Naidu, to underscore that in order to improve English communicative skills among Indians, the literary works written by Indian writers need to be prescribed, as local writings play a pivotal role to prepare Indians for glocal communication and competition.

# **Bilingualism or multilingualism? Exploring the language and cultural identities of international expatriates in Taiwan**

Fan-Wei Kung

National Taiwan Normal University

This study investigates international expatriates' language and cultural identities within a community religious institution in Taiwan. Although research has indicated that religious institutions are venues for immigrants to cultivate and facilitate their heritage language and cultural identities in North America, few studies have explored international expatriates' identity construction in the context of Taiwan, where the society has become more multicultural and multilingual. It is thus essential to investigate their experience of bilingualism or multilingualism in a community religious setting to further underpin their language and cultural identities. Wenger's (1998) communities of practice was utilised as the theoretical framework for this study that characterises how each member of a community setting collaborates with each other member to reach a common goal, depicting the shared effort that makes their work engaging and mutual. Qualitative data were collected through various instruments such as focus group semi-structured interviews, an open-ended questionnaire, researcher journal and observations to note all the essential interactions that occurred within the community. The findings reveal several essential perspectives that further underpin their intercultural awareness and multilingual development through various cross-cultural collaborative efforts within their own community. Their language and cultural identities were also found to be formed and reformed.

# **Refining the teaching of EFL writing through output-driven hypothesis**

Fan-Wei **Kung**  
National Taiwan Normal University

EFL writing is regarded as the most difficult task by Chinese EFL learners. Due to the existing problems in present college English writing instruction, teachers fail to provide effective guidance in the students' writing process and students report a low level of motivation and confidence in writing tasks. Through purposeful reading discussions driven by writing tasks, students are provided with sufficient opportunities to receive language input. Reading-to-writing activities, based on output-driven hypothesis, help students consolidate and internalise linguistic and stylistic knowledge acquired in reading. The hypothesis indicates that output has greater driving force in learners' development of foreign language abilities than input. A learning process that does not have an output-driven learning process, even if there is a high-quality input, is limited and inefficient. This study mainly focuses on integrated reading-to-writing mode applied in teaching college English writing based on output-driven hypothesis, aiming at helping teachers to guide students to improve their language proficiency so as to enhance the efficiency of writing. More educational, as well as theoretical, implications will be discussed.

# Speech acts as an exploration of global and local cultures

Danielle **Kurihara** & Kimiko **Ochi**  
Ehime University  
Matsuyama University

A large number of our EFL learners at a local Japanese university will probably not use English in their daily lives and their future careers, but why not reach beyond grammar and vocabulary and study English as a vibrant expression of culture and universal themes such as friendship and loyalty? Movies are a useful and motivating tool in the EFL classroom, more specifically to introduce learners to the cultural aspect of speech acts. Sociolinguistics has been absent from their previous schooling but Japanese university students find this aspect of language greatly interesting, as they not only reflect on the culture displayed in the speech act in English but also compare it to their own language and culture. After analysing a speech act in context to grasp the notions of distance, context, power and saving face, learners try their hand at reverse discourse completion tasks. In a further research project, they introduce to the instructor a speech act from a Japanese movie. In this workshop, we will present our materials developed for Japanese university students to expand their understanding of the culture underlying a speech act in an English-speaking culture and how it is expressed in their own culture.

# **Japanese teachers' perceptions of developing intercultural competence in the EFL classroom**

Fumiko **Kurihara**  
Chuo University

Since English is often used as a lingua franca among non-native speakers with different cultural backgrounds, the importance of developing intercultural competence (IC) is being increasingly recognised in the EFL (English as a foreign language) context. The government-approved English textbooks used at primary and secondary schools in Japan deal with a wide range of cultural and global topics. However, in the textbooks, activities or tasks which aim to develop learners' IC are very limited (Nakayama & Kurihara, 2015). In this presentation, Japanese teachers' perceptions of developing learners' IC in the classroom will be examined by analysing the questionnaire given to EFL teachers at primary and secondary schools in Japan. The questionnaire consisted of 27 items which had been selected from the descriptors from two documents: The Japanese portfolio of Student Teachers of Languages (J-POSTL) and the Framework of Reference for Pluralistic Approaches to Language and Cultures (FREPA). An effective approach to integrating intercultural education and language education in the EFL context will be suggested based on the analysis of the questionnaire results.

# **Incorporating CLPP and Indonesian folklore to promote students' critical thinking and literacy**

**Nia Kurniawati & Deuis Sugaryamah**  
UIN Sunan Gunung Djati Bandung Indonesia

This study aims to reveal the process and results of incorporating Critical Literacy Pedagogy Principles (CLPP) and Indonesian folklore (IF), hereinafter referred to as CLPP-IF, in English subject in promoting students' critical thinking (CT) and critical literacy (CL). Specifically, this study describes (a) the process of incorporating CLPP-IF in an English classroom in a senior high school in Indonesia, (b) the students' comprehension skill, and (c) the emergence of CT and CL skills during the incorporation. This study is a case study in which the process of incorporating CLPP-IF and the CT and CL skills that emerged was approached qualitatively. The results show three findings. First, the CLPP-IF incorporation consists of explaining the author's purpose, activating students' prior knowledge, reading the text aloud, discussing the text in a group, exploring the text in class activities (+CTQs were incorporated), answering comprehension questions in a group (+Group Work Sheet) and writing a reflection. Second, the students' reading skills – identifying stated and paraphrased ideas, references, doing interpretation, selecting appropriate textual evidence – indicate a trend of improvement. Third, the CT and CL skills that emerged are the ability to identify the author's purpose and the context of a written text, and to think logically.

# **The implementation of National Literacy Campaign and Movement (NLCM): Students' perception**

**Yiyik Kurniati**

Vocational High School Number 6 Palembang  
University of IGM Palembang

The result of PIRLS (Progress Reading Literacy Study) 2015 showed that the level of students' interest in Indonesia ranked 45th among 48 countries. Knowing this problem, the government has implemented national initiatives through the National Literacy Campaign and Movement (NLCM) for the students. This national program tries to promote literacy education. In accordance with this program, my school has implemented the NLCM through several parameters and activities to create a culture of literacy at school, such as silent reading daily routines in school hall, publishing students' intensive writing in school areas, displaying books in reading booths, upgrading the library literacy through providing a wide variety of books, improving technology literacy through applying an e-learning community, integrating a culture of literacy into the syllabus and school curriculum to attain the goal of learning. Aligned with the explanation above, this study signified the students' perceptions about NLCM. The data was collected through observation, interviews and questionnaires. It was found that 1) students have positive perceptions towards NLCM (80%) – students felt motivated to read and they also needed a purpose for why they are participating in the activity, 2) the students showed their positive behaviour (76%) during the literacy activities.

# **The relationship between opposition relations and students' writing success**

Irena **Kuzborska** & Bill **Soden**  
University of York

The construction of opposition relations is highly expected in writing at higher university levels. Through specific discourse markers, writers signal these relations to demonstrate precision and awareness of the complexity of others' views and to evaluate those views critically. However, despite the high value of opposition relations in advanced academic writing, little is known about students' construction of these relations. To contribute to this knowledge, this study focused on a corpus of argumentative essays written by native speakers of Chinese as part of their master's course assignments and investigated the relationship between the form and function of opposition relations and students' writing success as measured by their course tutors both quantitatively and qualitatively. The quantitative results showed that the relationship between opposition forms and students' writing score was not significant. However, considerable differences were found between the function of opposition relations and students' writing score when analysing the results qualitatively. High-scoring students used substantially more concessive and contrast expressions than average- and low-scoring students. Suggestions for the teaching of opposition relations are also discussed.

# **Formulating the direction of a study: The case of action research in hospitality and tourism**

**Becky S.C. Kwan**

Department of English, City University of Hong Kong

The direction of study (DS) is a crucial part of any serious research undertaking. DS is also an essential part of the Introduction of a research text (e.g., a proposal, a thesis, or an article) where it needs to be announced clearly and succinctly. Yet, DS-setting can be a challenging task to the novice researcher, which explains why it is a common topic in research guidebooks and textbooks of English for research writing (ERW). The three most common linguistics forms advised for use to express DS are the purpose statement, the research question and the hypothesis – collectively referred to directional determinants (DDs) (Lim, 2010). The types of advice on DDs, however, vary across the two strands of literature. Research guidebooks primarily focuses on the process of DS-setting, highlighting often the socio-political exigencies as well as paradigmatic assumptions of an inquiry (e.g., positivist vs interpretivist) as key constraints on the choice and formulation of DDs. In ERW textbooks, instruction tends to focus on linguistic conventions, with very little distinction drawn across paradigms. Nonetheless, instruction in both types of literature is prescriptive and draws on anecdotal evidence only. The phenomenon can be attributed to the paucity of research in the regard. Addressing this empirical lacuna, several ERW studies have recently examined DDs in research writing, which include investigations of DDs in theses of experimental research in Applied Linguistics (see, e.g., Lim, 2014, Lim et al., 2014; Lim, et al., 2015) and the cross-paradigm comparative study of DDs in three types of Information Systems articles: positivist research, interpretivist research, and design science research (Kwan, 2016, 2017). The study to present in the current paper takes this line of inquiry further by examining DDs found in Introductions of action research articles (n=20) published in Hospitality and Tourism journals. Findings show that DDs in the corpus are distinct from those in positivist and interpretivist research writing reported in Kwan's studies but bear some resemblances to those found in her design science research corpus. Pedagogical implications will be drawn.

# **An analysis of Korean EFL college students' peer review and revision on their essay writing**

Eunsook **Kwon** & Shinhye **Kim**  
Keimyung University

Not much research discusses the incorporation of peer review in revised drafts or how student attitudes changed towards peer review during the process. The study investigates Korean EFL college students' peer review and revision on their essay writing. For the study, 12 college students participated in peer reviews and revision for five months. They were asked to exchange peer reviews on two different essays. Data were collected from students' drafts, peer reviews and revisions made after peer reviews. The findings showed that the participants focused on surface-level changes such as grammar and vocabulary rather than meaning-level changes such as content and organisation on the types of peer review comments and revisions. Some review comments were not incorporated in the revisions due to the participants' lack of knowledge in essay writing, insufficient comments and losing trust in their peers. Through the peer review process, the participants had more responsibility for their own writing, increased their sense of writing and raised awareness of their need to revise. The findings suggest that the extent of reflection of peer comments on revisions depended on learners' writing skills and their perception of the usefulness of peer review comments.

# Launching a revised English test in Korea: New TEPS

Heokseung **Kwon**  
Seoul National University

The Test of English Proficiency developed by Seoul National University (TEPS) is an English proficiency test created by the Language Education Institute to evaluate Korean test takers' English language skills. TEPS was first launched in 1999 and has been administered nationwide over the past two decades. It consists of 200 questions which are divided into four sections: Listening, Grammar, Vocabulary and Reading. TEPS provides an accurate diagnosis of a test taker's specific and general English proficiency level. TEPS is designed to test applicants' general English skills in everyday-life, academic and business contexts and to minimise test-taker reliance on certain test-wise strategies such as rote memorisation. TEPS will be replaced by a revised version of TEPS called New TEPS in May 2018. Major changes include a reduction in the number of test items and in the amount of testing time, and the introduction of a new type of testlet. The purpose of this presentation is to introduce the nature and history of TEPS and the research and development of New TEPS over the past two decades and to look for ways to expand collaboration and partnership between testing centres and institutions in Asia.

# **Developing writing materials for EFL students in Korea based on a product-genre-process approach**

Kyung-hee **Won**  
International Graduate School of English

Typically, English education in Korean public schools has been disproportionately targeted at reading and grammar, with relatively less attention paid to writing skills. The problem lying in this lopsided education is mainly revealed by the fact that the writing skills of students are tested through multiple-choice items and gap-filling tests along with translation exercises ranging from words to sentences. But in this situation, there might be great pressure to practice such items rather than the skill of writing itself. So to stop such harmful backwash from occurring in Korean writing education, current material development is focused on defining an effective writing teaching approach for Korean EFL learners and developing materials through which both writing to learn and learning to write can be available. As a result, this material is developed based on a four-strand approach (Nation, 2001), which pays succinct and balanced attention to language acquisition. Its components are (1) meaning-focused input, (2) meaning-focused output, (3) language-focused learning and (4) fluency development. With these strands modified, I combined product-, genre-, and process-based approaches into this material, which is thought to especially be suited for writing instruction in Korea as well as most non-English-speaking countries in Asia.

# **The Perceptions and Impact of Student Input for Creating Working Groups in the University EFL Classroom**

**Klemsen, Katie | Phillips, Danielle | Russell, Angela**

This study examines the perceptions and impact of student input for creating working groups for group work and group projects in the university EFL classroom. The goal of this study was to research and examine the degree of impact on results of group work when students were allowed to choose their own groups. The participants were 240 students enrolled in English 1, or freshman required English. Data was collected from student questionnaires, grading records, an instructor reflection journal and student interviews to address the following research questions: 1) Are students more likely to enjoy group work when they choose their groups?; 2) Are students more likely to earn higher grades on group projects when they choose their own groups?; 3) What are the perceived benefits of students choosing their own groups?; 4) What are the perceived drawbacks of students choosing their own groups?; 5) To what extent do students care if they choose their own groups for group work?; And 6) Do students prefer choosing their own groups or having the professor assign them to a group? The data is currently being analyzed with an outcome and analysis expected middle June, 2018. This is an ongoing action research project.

# **Using hybrid genres in CLIL material design: A design-based research study to develop Hong Kong secondary students' English academic literacies**

Haiwen Lai

The University of Hong Kong

Parents' enthusiasm for English as the medium of instruction (EMI) education in Hong Kong cannot override the tremendous challenges that Chinese-speaking students encounter in EMI classrooms, especially those with basic English proficiency. These students suffer in their achievement in content subjects (e.g. geography and science) that are taught in English (Lo & Lo, 2014). This study focuses on designing materials that bridge narratives which are students' familiar everyday genres and school genres (e.g. explanations) which are important for academic literacies (Martin & Rose, 2008). This brings us to the notion of 'hybrid genres' that tightly integrate the elemental "narrative genres" (Martin & Rose, 2008) and key academic genres. These materials also draw on the Multimodalities-Entextualisation Cycle (MEC) (Lin, 2016) as the theoretical framework informing the whole module design of school-based content and language integrated learning (CLIL) materials. The study adopts a 'design-based research' methodological plan where the material intervention is designed by both researcher and practitioner in order to build on the genre theory (Martin & Rose, 2008) and improve CLIL material design in the local educational context and potentially other EMI contexts, with pedagogical implications drawn from the study.

# **Dealing with Multiple Voices: Doctoral Students' Responses to Feedback in Thesis Writing**

**Ming Yang**

The literature has documented the importance of social interaction in facilitating language learning and socialization in an academic community. However, few studies delved into how multiple voices that arise in social interaction are dealt with. Guided by a Bakhtinian perspective of voices and dialogism that identifies the sociohistoric nature of interaction and communication, this ethnographic case study explores doctoral students' responses to voices from their socializing agents in the process of learning of and socialization into the academic discourse of an academic community. Specifically, this study focuses on how doctoral students responded to feedback from their supervisors and peers in their thesis writing process. Data was collected from non-native English speaking beginning doctoral researchers at a university in Hong Kong, including thesis drafts with feedback, interviews, observations and journals. A discourse analytic approach was used to analyze data. It is found that the participants were actively involved in negotiating feedback based on their perceptions of feedback, self-perceptions and perceptions of their socializing agents regarding knowledge and experience in research and English academic writing, and practices of their faculty. With the findings, this study contributes to the fields of academic discourse socialization, EAP, and second language writing.

# Payoffs/pitfalls: Insights from use of a commercial LMS and game-based learning platform

Onuma **Lakarnchua**, Sean **Balme** & Andrew **Matthews**  
Chulalongkorn University Language Institute

As an option to help cope with challenges such as differing student needs, lack of student interest and limited contact hours, the commercial learning management system (LMS) *Blackboard* along with the game-based learning platform *Kahoot!* were introduced to teachers of a first-year English as a foreign language course at a large Thai public university. The experiences of the teachers who subsequently adopted (on a purely voluntary basis) the two technologies' use, and their students' perspectives, were investigated. It was found that despite some initial expressed interest, few teachers actually incorporated either the LMS or the game-based platform into their classes. Furthermore, a number of students whose teachers had used Blackboard and/or Kahoot! made known their irritation with their technological limitations. Some also deemed the focus on the technologies to be frustrating.

# **In-house incubation shelter for English acquisition-accelerating in the context of EFL learning environments: A survey on a preliminary-developed model**

**Susilo, Bibit Suhatmady & Yuni Utami Asih**  
Mulawarman University

In the context of English learning in a non-English speaking environment, a miniature of an English speaking environment can be created as an acquisition-rich atmosphere of FL learning. In-house incubation shelter is a model that will be made for the non-native English speaking learners (non-native English learners) to accelerate their acquisition. The study investigates the users' preferences in developing the model. This is a preliminary survey on users' preferences prior to the development of such a model. The respondents of the study were in-service teachers, pre-service teachers and educational experts. They were given a questionnaire consisting of closed-ended questions with a 4-point Likert scale (i.e. strongly agree, agree, disagree and strongly disagree). The data analysis was done using descriptive statistics and qualitative analysis. The result reveals that most respondents strongly agree that the model will be an effective way to accelerate the L2 acquisition; in addition, the experts' comments strengthen the use of the model in an appropriate context. It is suggested that the model can be acquisition-accelerating for EFL learners in the context of an FL environment.

# **Teachers' perception/evaluation of an EMI training program: Language, pedagogy and coaching**

Rae Lan  
Associate Professor

Globalisation has become a dominant trend over the last few decades not just in business and technology, but also in education. In order to better cope with the challenges caused by global competition, the Ministry of Education in Taiwan has made it a policy to promote internationalisation at the tertiary level since 2004. As a result, English medium instruction (EMI) has become an important benchmark and indicator for internationalisation in higher education nationwide. Quite a few studies have focused on various aspects and issues of EMI- students' motivation and difficulties (Huang, 2015), impacts on learners' sense of identity (Kirkpatrick, 2011) and teachers' ambivalent viewpoints (Jensen & Thogersen, 2011). Nonetheless, scarce literature has been devoted to investigating the design of an EMI training program and the participants' evaluation of such a program. The current study explores 21 Taiwanese participants' perception and evaluation of an intensive EMI training program designed by a university in Singapore. Quantitative and qualitative data from teachers' surveys and interviews were analysed. The results show positive response for the program on English for teaching, the pedagogy workshops and the feedback given by the coaches based on microteachings. Further recommendations will be made for future research and EMI program design.

# **Challenges of mixing blended learning and the teaching of third age students**

William Lau  
HK Polytechnic University

This paper looks at the relationship between CALL and third age students in a special university summer programme. Third age students are those who are aged fifty and over. The participants of this innovative programme provided these senior citizens a 'taste of university life'. The paper details the challenges of using a variety of blended learning techniques for language learning purposes as well as the insights that came with such a unique experience. Those challenges included the creation of age-appropriate materials compatible to the learners' capabilities and sensibilities, the purpose of which was to provide a learning experience that was rich and meaningful. For the writer, the decision to use blended learning techniques in the programme certainly brought "into consideration a range of options that require revisiting how students learn in deep and meaningful ways" (Garrison & Vaughn, 2008), and provided ample opportunities for reflection. Where does one draw the line when using such modern technology when the majority of the students have little idea about how to operate a computer? Can you teach an old dog new tricks when those tricks involve the use of computer technology?

# Binary oppositions and production of meanings in selected discography by Taylor Swift

Ivan Jim **Layugan**  
University of Baguio

One of the defining artists of this generation, Taylor Swift cements her status in popular media as an artist and songwriter. Her lyrics, commonly studied and scrutinised with biographical references, are like codes: meaningful and symbolic. Incidentally, on their own, devoid of external references, the diction and metaphors remain organic and meaningful. The current study examines the binary oppositions – opposing or contrasting terms – present in her lyrics, and how these amplify the production of meanings and themes in selected singles from her two albums *Red* and *1989*. Using this framework by the anthropologist Levi Strauss, the contrasting terms are coded to understand the prevalent themes present in her work, and how these collectively define Swift's discography. The binary oppositions in her lyrics focus on three grand themes that sum up her lyrical narratives: confusion, comprehension and contention. These three themes suggest that Swift's two albums are coming-of-age (*Bildungsroman*) narratives, or accounts of a person ushered from youthful idealism to mature realism.

# **Extending ICOSA online exercises to enhance students' English language learning A knowledge transfer project of Lingnan University**

**Marc LeBane**  
Lingnan University

This project, known as the Inter-Institutional Collaborative Online Self-Access (ICOSA) project, was a 4-year inter-institutional project for the language centres of five tertiary institutions in Hong Kong to create and share a range of English language self-access learning materials via an online repository. To date over 750 authentic and unique exercise packages have been created over the project term and all participating institutions have utilised the materials in a variety of ways: 1. independent learning via the dedicated website, 2. course supplementary materials via LMS, 3. class tasks to help students develop L2 skills, and 4. assignments set by instructor/tutor to help scaffold weak skill sets This presentation will focus on how these resources can play an effective role in student development either independently or within an existing course setting. This presentation will introduce the audience to not only materials they may find useful in their particular educational context, but also how our new stand-alone program can benefit them and their students, without the need for internet access.

# **Effects of learning IELTS on Korean and Chinese college students' attitudes towards learning English and language proficiency**

Hyoshin **Lee** & Sungho **Park**

Dept. of English Language and Culture, Konkuk University Glocal Campus  
Konkuk University Glocal Campus

Recently, many universities in Korea have paid much attention and effort to prepare for the official English proficiency test as part of strengthening their students' job skills. Having a critical awareness of the role of contextual factors with particular reference to different mother tongue, this study aims to compare the effects of learning IELTS on the attitudes towards learning English and the improvement in language proficiency of Korean students and Chinese students studying in Korea. To do this, pre- and post-tests on the students' attitudes and language proficiency level and in-depth interviews with the two lecturers and the students who attend the classes are employed and the data are analysed. The research findings provide implications for effective teaching methods in an Asian EFL context.

# **Developing of business writing coursebook for the global construction business**

Jae-young Lee  
International Graduate School of English

In the year 2014, Korea ranked 5th in the global construction market. As of November 2017, 769 companies have obtained the international contractor license in Korea. I would like to point out that 721 out of 769 companies are categorised as medium and small size contractors. The proposed material is designed for low-experienced employers at small and medium-sized construction companies in order to help them improve systematically organised writing skills for their pragmatic use. One of the pedagogical issues in ESP is a lack of authentic materials due to companies' confidentiality and privacy concerns. In the construction-specific context, junior level staff from a non-English speaking background are usually trained based on the existing model documents stored in-house. Depending on the companies' business capacity, the quality of the model text varies and also the accuracy cannot be guaranteed. In order to avoid misconceptions and to have evidence of communication, writing is the most preferred and frequent means of communication in the global construction business. The proposed material is based on a genre-based approach. Furthermore, I will narrow down the specific and pragmatic genre for the target learners.

# **Teacher (de)motivation and ideal L2 teacher self of novice English teachers**

Jinsol Lee  
Chung-Ang University

Teacher (de)motivation is affected by various factors such as the students, colleagues and schools that a teacher encounters. This process is particularly dramatic for novice teachers who experience an abrupt transition from student to professional teacher and are placed in a new environment. The situation is likely to be even worse for novice temporary teachers whose job security is not ensured. Given that teacher (de)motivation has a significant influence on L2 learners' motivation as well as achievement, it is important to understand how teacher (de)motivation is formed and changed among novice teachers. Thus, this study investigated how novice secondary school English teachers, both regular and temporary, form their ideal L2 teacher self and which factors affect their motivation and demotivation in teaching English. Three regular and three temporary novice English teachers participated in semi-structured interviews. After the interviews were transcribed, the data were analysed in terms of ideal L2 teacher self and factors affecting their motivation in teaching. Based on the ground theory, opening coding, axial coding and selective coding were conducted. The results revealed diverse trajectories in novice teachers' motivation in teaching English due to various factors. The results will be further compared between regular teachers and temporary teachers.

# **Online reading habits of English language learners (ELLs) and their vocabulary size: A correlational study in Malaysia**

Jocelyn Yee Vun **Lee** & Alice **Wong**  
Universiti Teknologi Mara

Despite the importance of reading, there remains a paucity of evidence on the relationship between the online reading habits of ELLs and their vocabulary size in the Asian context. The present study aimed to investigate the online reading habits of 107 ELL first-year diploma students in Malaysia, their vocabulary size and how these variables correlated with each other. Using a mixed method of an online reading survey, a qualitative online interview and a series of vocabulary tests, the study showed that 91% of the students said that they read English online materials and 78% preferred getting online resources to do their assignments. Yet, almost half of the participants reported that they did not like to read long online articles. The results also indicated that students had difficulty doing the University Word List beyond the 2000 level. Findings also revealed a significant positive correlation between the participants' online reading habits and their receptive and productive vocabulary size. Overall, this study provides converging evidence for the underlying importance of learning vocabulary from reading. However, the results revealed that there is a digital divide between effective students' digital literacy practices and teachers' digital pedagogy. The implications of these findings are discussed.

# **The pictographic IPA: Helping students in Hong Kong to understand the letter-sound relationship**

Jonathan Lee  
Education Bureau - Hong Kong

For students in Hong Kong learning English as a foreign language, it is important for children to learn orthographic skills in order for them to identify patterns of specific letters as words, which eventually leads to word recognition. With the development of these skills, reading becomes an automatic process. The spelling, pronunciation and meaning of a word are unified and the information is accessed simultaneously upon visual presentation of an individual word. The facilitator of this workshop will share practical ways for how to scaffold students to build a better understanding of the letter to sound relationships by using visual cues to represent the phonemes and link them to the graphemes. The facilitator will show examples of how the system suits the learning styles of students in Hong Kong by making use of the skills students learn when they learn their mother tongue, Cantonese. The facilitator will also show practical ways for how to incorporate these into your daily English lessons as well as how to formatively assess the learning and acquisition of the skills.

# **A piece of paper can go a long way**

Joshua **Lee**  
University of Macau

Nowadays more and more young learners are using digital technologies, although sometimes it may not work or may not be accessible to all learners. Thus in this glocalised world, one technology that exists in many societies is paper. Foreman-Takano (1998) explains how origami (paper folding) can be used for communication and developing social skills. One way to engage young learners in developing not only the four skills of reading, writing, listening and speaking, but also eye-hand coordination is through the Fortune Teller, a type of origami. During this interactive session, participants will use a piece of paper to learn how to teach students. This includes giving and following instructions, geometric shapes, colours, the alphabet, numbers and asking questions. After participants have constructed their Fortune Teller they will interact with other participants. The successful construction and implementation of the Fortune Teller will be used as a form of assessment as to whether or not the learner has achieved the learning outcomes. The interaction could help to develop community and creativity in participants. This session is appropriate for educators of young learners at any stage of their career or those interested in trying something different.

# **Enhancing in-service teachers' TPACK for 21<sup>st</sup>-century teaching through professional learning community**

**KeanWah Lee & Cynthia James**  
University of Nottingham Malaysia

To inspire a group of ESL teachers to apply 21<sup>st</sup>-century teaching approaches which include technology integration in their classroom, a professional learning community (PLC) which involves pre-service teachers and in-service teachers was set up. The exchange of knowledge between these two groups through a series of sharing sessions was conducted to provide the teachers with not only the technical aspects of technology, but also understanding that technology has affordances and constraints. Using this PLC as a platform to enhance the teachers' TPACK, this study used the IDDIRR model (introduce, demonstrate, develop, implement, reflect, revise) to mobilise their various knowledge on curricular contents, pedagogy and technology. Data for the study was collected through surveys, interviews and written reflections. The findings revealed the in-service teachers benefited a great deal through the supportive and transformative model of professional development.

# **Cognitive grammar and teaching definite and indefinite articles in EFL**

**Kent Lee**  
Korea University

Teaching definite and indefinite article patterns is notoriously difficult, because this aspect of the English grammatical system is difficult to understand, teachers lack the linguistic resources to explain them, and these patterns have tended to not lend themselves to more communicative or inductive methods of instruction. A cognitive linguistic approach is proposed for better understanding and teaching this grammatical system. The article patterns can be reduced to a few basic patterns, which in turn are extended for more specialised functions. The usage and functions of such determiners depend on schematic and semantic categories and context, allowing one to teach determiner patterns and concepts rather than traditional or mechanical rules. For example, object versus material nouns make for a more intuitive distinction than count/non-count nouns, and basic structures can be extended to more specialised determiner patterns. Data will also be presented from pre-test and post-test results from college EFL students who have been taught according to this approach. This approach allows for more intuitive explanations, which can then be integrated into active learning methods and group activities. This approach allows also for inductive discovery exercises, and for more contextual and communicative activities focused on specific article functions.

# **The spread of English: Korean university students' attitudes towards English nonce borrowing**

Seongyong **Lee**  
BNU-HKBU United International College

English nonce borrowing (ENB), positioned between code-switching and loanwords in terms of localisation, shows the initial phase of English spread into a local speech community. This study explores Korean university students' attitudes towards ENB. A total of 305 university students participated in a survey and nine students among them joined follow-up interviews. The survey questionnaire was composed of three sections: (1) ENB and the spread of English, (2) ENB as part of Korean English, (3) ENB and English learning. For data analysis, descriptive statistics, *t*-test, and Pearson correlation coefficient were used. The results show that participants perceived a recent increase of ENB reflected the spread of English into Korean. Additionally, they perceived ENB as neither part of English nor part of Korean. Finally, their responses show that although the use of ENB does not reflect speakers' English ability, it is useful for learning English to some degree. The result also reveals that English language learning and the use of social media may facilitate the spread of ENB into the Korean speech community. It is suggested that research pay more attention to ENB for the better understanding of how a local speech community engages in a social acquisition of English as an additional language.

# Comparing holistic scoring and analytic scoring in GRE Writing

Sumin **Lee**

Hankuk University of Foreign Studies

The purpose of the study is to investigate that only the holistic score is enough to rank students in order in the context of GRE Writing. To discuss the validity of holistic scores, this study compares the rank order by holistic scores and analytic scores and examines the level of difficulty of the five domains in the analytic rubric. The data for the study was collected from 10 students attending a GRE Writing program in a large-scale academy. The raters for this study include the four experienced teachers and the same rubric as ETS uses to assess GRE Writing. The many-faceted Rasch measurement is partially used to investigate the performance of the analytic scoring. The result shows that the rank order by the two scores is the same and there is no difference in the five domains of analytic scores. This result indicates that the holistic score is valid and the analytic rubric is not needed since the five domains did not distinguish students.

# Developing flow experiences in L2 reading supported by literature circles

Sy-Ying **Lee**, Huai-Hong **Hong**, Chao-Yang **Cheng** & Sunny S. J. **Lin**  
National Taiwan University of Science and Technology  
National Chiao Tung University

This study explored Taiwanese high school students' flow experiences in reading English novels through the literature circle activity and its influence on individual reading. Both individual and shared reading processes were examined; so was the teacher's role in this activity. A total of 76 tenth graders took part in a 5-week literature circle activity as part of the English class. Weekly surveys probing individual reading and group discussion with assigned roles (e.g. discussion leader, summariser, word master, etc.) were collected; interviews were conducted at the end of the semester. We collected repeated data to find out if optimal (flow) experiences did exist, and if so, how and when they occurred during the weekly progress of the literature circle. The findings show that the conditions, e.g. comprehension, teacher support and peer support, provided by literature circles could successfully facilitate group flow, which in turn helped enhance individual flow for future reading. Second, literature circle encouraged autonomous learning among students in shared reading after teacher support was succeeded by peer support, showing a shift from a teacher-led scaffold to one formed by group members themselves. Moreover, comprehension was the most consistent and significant predictor of overall flow experiences.

# Development of spoken discourse: Cases for Korean learners of English

Yo-An Lee  
Sogang University

Non-native speakers perform various discourse tasks in their professional and everyday lives: making arguments, narrating stories, giving instructions and negotiating deals. These discourse tasks are performed through long stretches of speech (Bygate, 2009), namely, connected discourse (Lee, 2012; Lee & Hellermann, 2014). In this regard, prior studies have focused on identifying patterns of discourse forms (Bygate, 2009; McCarthy & O'Keeffe, 2004), and therefore have not taken into account the process by which connected discourse is produced. Following conversation analysis (CA), the present study traced longitudinal developments of non-native discourse in building connected discourse by examining the procedures through which non-native speakers build multiple utterances. It traces five groups of Korean learners of English who have participated in a weekly speech practice session for 20 months. The data were videotaped and transcribed for later analysis. The presentation will show a diverse array of strategic and contingent decisions these speakers make in building connected discourse; for example, how they initiated, developed, changed and closed their stories in the course of their speeches and how these abilities developed longitudinally. The findings provide useful analytic resources to re-think and re-specify what advanced non-native discourse is and how to develop it.

# Implementing a policy of absolute grading for CSAT English in Korea

Young Shik **Lee**

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Hannam University

In Korea, the purpose of the College Scholastic Ability Test (CSAT) is to assess students' academic capacity by testing whether they have been led through the school curricula faithfully. It appeared that the assessment system until last year has focused on relative ranks among students, but has caused excessive competition to get the highest scores possible over the last 20 years, resulting in higher spending on private education (hagwon). Particularly, the cram schools' English classes disproportionately concentrate on skills to solve CSAT questions rather than genuinely improving communicative abilities. In December 2014 the Ministry of Education announced that it would adopt an absolute grading system (AGS) for English scores in the CSAT, starting from November 2017, and discard the relative grading. The MOE hoped that the AGS of CSAT English would eventually serve to normalise English education by having teachers place more emphasis on improving students' communication skills rather than on solving CSAT questions. This presentation describes the rationale behind the implementation of AGS for CSAT English by the MOE and how the criteria and grades of AGS have been developed and set. Then the perceptions of contemporary teachers of English are discussed by touching on its pros and cons.

# **The case of Korean non-regular English teachers' identity construction**

Yuhwa **Lee**  
Keimyung University

Based on the poststructuralist notion of teacher identity, this study explores how non-regular English teachers in Korea negotiate and construct their teacher identity. The data were collected from interviews with five non-regular English teachers at elementary schools. The data were analysed through the constant comparison method to find the themes that describe the teacher identity negotiation process. The findings show that the five non-regular English teachers identified themselves as outsiders of the school, feeling isolated and marginalised from the regular teacher community. Their engagement in communicative classroom activities and interpersonal relationships were their agentive efforts to gain access to the regular teacher community. The participants were not recognised as legitimate members of the regular teacher community. In order to legitimise themselves as qualified teachers, the participants positioned themselves in an imagined community of communicative language teachers and aligned themselves with the discourse of communicative language teaching. The findings suggest that the educational policy for teacher education and development should be considered and examined considering the potential conflicts and tensions between the current and the newly hired in schools.

# The art of scientific presentation: Composing effective PowerPoint slides

Stephanie **Lehrer**  
Ben-Gurion University of the Negev

Not only is presenting scientific research a given in academia, but the way research is presented can also have a significant impact on budding scientific careers. Although effectively communicating one's ideas encourages others to build upon them, many academics fail to convey information in such a way that it "sticks" (Heath & Heath, 2007). One key element of effective presentations is the use of visuals that enhance rather than compete with or detract from the presenter's message. However, even though research has shown that PowerPoint default format settings do not facilitate audience recall, these settings (e.g. bulleted lists) continue to influence the vast majority of presentation slide design (Alley, 2013). Fortunately, design alternatives exist that have proven themselves more effective than bulleted lists and phrase headlines such as "Background" and "Temperature vs Pressure" at making ideas stick in the minds of listeners. In addition to sharing her own evolution in teaching scientific presentation skills to undergraduate and doctoral students, the presenter will demonstrate how to design successful presentation slides and review principles of presentation technique that keep presenters on message and audiences focused on the intended message. Material guaranteed to amp up our own presentations ... as well as those of our students!

# **Chinese university faculty's motivations for English and Chinese scholarly publishing**

**Jun Lei & Tianmin Jiang**  
Guangdong University of Foreign Studies  
Sichuan International Studies University

This paper reports on a study of Chinese university faculty's motivations to publish research articles, and the influences of publication language, discipline and overseas experience thereon. A total of 318 Chinese university faculty answered a questionnaire that elicited their motivations (i.e. interest value, utility value, cost and ability self-concept) respectively for English and Chinese research article publishing. The study found that 1) participants as a whole perceived significantly higher utility value and cost but significantly lower interest value and ability self-concept in English than in Chinese research article writing; 2) soft disciplines were significantly associated with greater interest in Chinese research article writing, whereas hard disciplines were significantly related to lower utility value and cost of Chinese research article writing; and 3) overseas experience was related to greater utility value and ability self-concept in English research article writing for participants from soft disciplines, but lower utility value in Chinese research article writing for participants from hard disciplines. These results point to a complex and multidimensional picture of Chinese university faculty's scholarly publishing motivations, and suggest that their disciplinary background, overseas experience, and perceived values and abilities for English and Chinese scholarly publishing interact to shape their choice of language for publication.

# **The construction of EFL learners' cultural identity in glocalised English teaching**

Wan Lei

Graduate School of Research Institute of Petroleum Exploration and Development,CNPC

English has undergone the change from the dichotomy between globalisation and localisation to dialectical unity, namely English globalisation. English teaching is not only language teaching, but also culture teaching. Glocalisation admits the local culture as one part of the world's cultures under the premise of keeping its independence. Culture teaching should comprise both English culture and the learners' mother tongue culture. By analysing the phenomenon that Chinese English learners often have trouble with intercultural communication when it comes to Chinese culture-related contexts, this paper points out that Chinese cultural aphasia in English teaching in China leads to learners' incompetency. Then, it continues to elaborate on the three possible reasons for Chinese cultural aphasia. Hence, the course design, teaching materials design and teaching methodology, etc. should be reoriented to follow the trend of glocalised English teaching. Furthermore, how to realise Chinese culture infiltration in English teaching is discussed in depth in the paper from five perspectives. And finally, it is concluded that the construction of EFL learners' cultural identity is in urgent need for the localisation of English teaching with global competency.

# The impact of test feedback on the growth mindset

Adrian **Leis** & Nobuya **Itagaki**  
Miyagi University of Education

With assessment being a major part of education, it is necessary to investigate ways of providing test feedback to students that strengthens not only their understanding of lesson content but also their growth mindsets. In this presentation, the authors describe a study conducted at a public junior high school and a public senior high school in northern Japan. The objective of the study was to compare the effects of two kinds of feedback on the participants' confidence to get higher scores in future similar tests. After completing a short vocabulary and grammar test, participants were given either answers with metalinguistic explanations or only the answers (i.e. no explanation). In the results, there were no significant differences between the two kinds of feedback for the junior high school students,  $t(51) = .42, p = .678$ . However, statistically significant differences were observed between the two groups of senior high school students,  $t(59) = 4.13, p < .001, d = .789$ . Possible reasons for the differing results between the participants of different ages, the relationships between mindset and metacognition, which are related to qualitative and quantitative aspects of learning experiences, and pedagogical implications to strengthen students' growth mindsets will be discussed.

# English as a medium of instruction in Indonesia: A case study

Nenden Sri **Lengkanawati**  
Indonesia University of Education

With the existing demographic and financial capital, Indonesia has become of particular strategic importance to regional neighbours, in addition to global partners in the West, making English a 'must' to learn by a good portion of the country's citizens in order to become effective communicators in the increasingly tight global competition. To achieve this end, English as a medium of instruction (EMI) has been adopted in quite a few educational institutions. This study presents a case study of EMI in the Indonesian context. It will begin with a brief description of when and how EMI began to be introduced and what policies have already been introduced by educational authorities at national and institutional levels. How EMI is implemented in tertiary education will then be discussed on the basis of findings from a set of interviews with teachers, students and administrators and from a number of classroom observations at a selected tertiary institution in Indonesia.

# **Teacher feedback and feedback practice: The views of teachers and students**

Ping Alvin **Leong** & Hwee Hoon **Lee**  
Nanyang Technological University  
Singapore Institute of Technology

While there has been much research on teacher feedback on writing, studies involving the perspectives of both teachers and students in a particular educational setting are uncommon. This preliminary study investigated the views of teachers and students from a university in Singapore regarding teacher feedback and feedback practice. Nine experienced writing teachers and eight undergraduates participated in focus-group discussions in separate sessions. The discussions covered topics on the purpose of feedback and the specific areas that feedback should cover. Both the teachers and students agreed that the purpose of feedback should be to help students to become reflective and independent learners. The teachers tended to use feedback to justify the grades awarded to the assignments, and tailored their feedback to the requirements of the respective courses. The students, however, felt that the feedback needed to be more detailed. The individual needs of the students were also not always met. We propose recommendations to create a dialogic environment between teachers and students, and so facilitate the provision of personalised feedback.

# **Teacher agency and the localisation of English language teaching in Indonesia**

Yuni Budi **Lestari**

University of Queensland Australia and University of Mataram Indonesia

Indonesian education policy has recommended that English teachers integrate local texts into English language teaching. This localisation policy has received both theoretical and empirical support because the local culture provides language learners with familiar content knowledge that serves as a foundation for language learning. However, it is not known how the localisation policy is being enacted by English teachers in English language classrooms, particularly in rural areas of Indonesia given the lack of learning resources and teaching models available to guide English teachers to use localised materials. Based on data obtained from ethnographic classroom observations in a rural Indonesian school in Lombok, West Nusa Tenggara, Indonesia, this presentation will analyse teachers' responses to the national education policy which is mediated by the conditions of the school and the community. The analysis leads to problematising the concept of 'local' in relation to the 'local' texts, as there are interactions between multiple dimensions of localness including nationally-local, provincially-local and locally-local. The presentation will illustrate how teachers used these different 'locals' in strategic ways to respond to the national policy, in the form of dedication, accommodation or resistance.

# **Stylistic variation in tertiary peer tutoring: A metadiscursive perspective**

Cissy Li  
Hong Kong Baptist University

Not unlike their conventional instructor counterparts, peer tutors at the tertiary level serve in a unique capacity in the student learning process. And similarly to instructors, peer tutors can adopt highly individualised approaches when tutoring, each of which may result in a different potential tutor-tutee dynamic. There has been research in recent years regarding the identification of various peer tutoring styles from both tutor and tutee perspectives. This research, however, has primarily been focused on peer tutor feedback and its reception on the part of the tutee as a means of analysing different stylistic tendencies. Little attention has been given to the specific linguistic devices and strategies adopted in the realisation of these tendencies. In order to provide a more comprehensive account of tutoring styles, the present study adopts an integrated approach incorporating semi-structured interviews with tutors and discourse analysis of metadiscourse devices employed in the construction of different tutoring styles. A high correlation is observed between espoused and observed styles, and it is further observed that sociocultural factors may also play a significant role in the style adopted. These findings may future have pedagogical implications as peer tutoring becomes an increasingly ubiquitous component in higher education worldwide.

# **Hong Kong-based mainland Chinese doctoral students writing for international publication**

Danling Li

The Chinese University of Hong Kong

Previous research on Chinese doctoral science students writing for international publication has generated valuable theoretical and empirical insights. However, this research has focused on novices studying in mainland Chinese universities. The very large numbers of mainland students who have crossed the border to earn their research degree in Hong Kong, which has a different graduate education environment, have so far not been featured. Addressing this gap in the literature, my research adopts the academic literacies approach as the theoretical lens to investigate the international publishing practices of mainland Chinese STEM (science, technology, engineering and mathematics) doctoral students who study at a university in Hong Kong. Data were collected primarily through a questionnaire survey distributed to 50 students and follow-up interviews conducted with 15 participants; supporting documents, including manuscripts, published papers and reviewers' reports were also gathered. Data analysis highlights three dimensions in participants' publishing practices: perceptions of readiness for writing for international publication; challenges encountered and complexities in aligning with different target discourse communities; and agency underlying the novices' socialisation processes. The study extends previous academic literacies research and generates insights to inform the provision of research education and publishing pedagogy for graduate students.

# The effect of oral reading on achieving EFL proficiency

Ju Chol Li & Marilyn Lewis  
Pyongyang University of Foreign Studies  
Friends in Education, BC, Canada

Korean EFL learners in the DPRK often find it hard to speak English fluently even when they have a wide vocabulary and almost all the essentials of the English grammar. The reasons are firstly, the English and Korean languages are different in many ways and secondly, Korean EFL learners in the DPRK have infrequent exposure to authentic oral English communication beyond the EFL classroom, although in the future they are likely to use English as a lingua franca with other non-native speakers in contexts such as business, tourism and sports exchanges. This paper considers the role of well-controlled oral reading practice in obtaining fluency in EFL speaking and reading as well. The study traces the progress of two classes of tertiary students over a period of six months. The question that interested us was the relationship between reading aloud and peer interaction in the language class. The oral reading practice has two goals: firstly, accommodating learners to English prosody, secondly, developing automaticity in the use of English. Automaticity encourages language fluency and can be achieved only by using English as frequently as possible. Fluency-oriented oral reading practice is conducted in three stages: fully controlled, semi-controlled, and free practice with multiple approaches.

# **Effects of blended teaching in tertiary EFL reading instruction in China**

Lijuan Li  
Hebei University

Development in education technology has guaranteed the possibility of integrating traditional classroom instruction with virtual network teaching and learning. However, blended teaching is still underinvestigated. More empirical data are needed related to its effective models and multiple effects. Tertiary EFL reading instruction, though already computer-based or computer-assisted in China, has not currently made full use of the online resources and is still slow in transforming from the traditional lecture-focused classroom instruction into a model integrating internet resources. It is of urgent necessity that practical blended EFL teaching models be explored and conducted so as to meet the new generation's learning demands. This study aimed to explore the effectiveness of blended teaching by integrating WeChat, online resources and reading classroom instruction. Questionnaires, learning journals and reading comprehension tests were employed to collect both quantitative and qualitative data. Results showed that the blended teaching could provide more resources and more possibilities for exercises and discussion, thus enhancing students' autonomy as well as their confidence and sense of achievement. In addition, it could significantly improve students' reading comprehension performance. Blended teaching is proved to be effective in EFL reading instruction and welcomed by tertiary students in China.

# **Effects of congruency on Chinese EFL learners' collocation acquisition**

Lingling Li

Guangdong University of Foreign Studies

Several studies have proved the effects of congruency on collocational processing (Yamashita & Jiang, 2010; Wolter & Gyllstad, 2011; Wolter & Gyllstad, 2013), finding that there is a processing advantage for congruent collocations over incongruent ones. However, how congruency affects collocation acquisition remains unclear. According to Barcroft's (2000) Model of Type of Processing-Resource Allocation, learners cannot allocate processing resources (semantic/form processing) towards different learning tasks simultaneously when processing demands are high: semantic elaboration can inhibit word-form learning, and structural elaboration can impede meaning learning. As congruent collocations have word-for-word translation equivalents in the L1, semantic elaboration will dominate due to the semantic networks of known L1 words which can lead to better meaning learning, while incongruent collocations have no direct L1 translation, thus structural elaboration will be emphasised which can result in better form learning. It is hypothesised that learners gain better semantic learning from congruent collocations, and better form learning from incongruent collocations. More importantly, collocation acquisition includes the mastery of both form and meaning the link of form and meaning is of great importance. The testing of the proposed hypothesis can provide pedagogical implications for learning collocations at both the form and the meaning end.

# **Factors impacting the efficacy of written CF: Examining the cognitive processing episodes**

Su Li

Sichuan Business Vocational College

Written CF is commonly adopted in L2 teaching despite the uncertainty about the extent to which it facilitates L2 development. As written CF influences the cognitive processing in learning, two recent studies adopted Gass' (1997) processing model of new knowledge and analysed written CF in the processing episodes in treatment. Arguably, written CF treats the partially developed knowledge; the processing of written CF differs from that of new knowledge. A processing model of written CF would work better. Moreover, to explore the efficacy of written CF, episodes in both treatment and new writing tasks need to be investigated. Adopting Bitchener's (2016, December) processing model of written CF, this multi-case study in the framework of cognitive processing with two Chinese EFL learners aimed to fill these gaps. This study consisted of a pre-test, one treatment and two post-tests. A stimulated recall interview was conducted after the treatment and each post-test to explore each participant's cognitive processing in each session. A link was revealed between their understanding of written CF in the second post-test and their use of two strategies, self-reflection and self-initiation, in processing written CF in treatment. Thus, two impacting factors were identified for further research.

# **Learner corpus-based developmental study of the use of delexicalised verbs**

Wen **Li** & Yurong **Zheng**  
Harbin Engineering University

The purpose of this study is to investigate the developmental features of Chinese English learners' use of delexicalised verbs. In this study, three representative delexicalised verbs – DO, MAKE and GIVE – are selected from a self-built diachronic corpus of Chinese English learners, and a longitudinal study is made based on the six semesters. The results of this study reveal three features in the use of delexicalised verbs: 1) the frequency of the use of delexicalised verbs fluctuates through the six semesters, with a climb from the 1st to the 4th semesters and a decrease from the 4th to the 6th semesters; 2) the richness of variations of delexicalised collocation shows moderate increase during the research period, especially in the 5th and the 6th semesters. This result may prove the effect of teaching and training. However, this effect is not definite since there isn't a linear increase across the whole six semesters; 3) Chinese English learners show a tendency to overuse a single kind of delexicalised verb (such as MAKE). With exploration of the possible reasons for the results, it is hoped that this research can help both practitioners and researchers in the teaching and the study of delexicalised verbs.

# **Intertextuality and context construction in microblog genre: A study based on the official microblog of *People's Daily***

Xueying Li  
Wuhan University

The microblog, a new kind of electronic medium, has swept through the world due to its great openness, high inclusiveness, versatile forms and fast communication. Intertextuality and context construction are vital in the microblog genre. By adopting both quantitative and qualitative approaches, this study firstly counted the occurrence frequency of three major types – news reports, opinions and editorials – and knowledge popularisation in the official microblogs updated by *People's Daily* in a month. Then it sampled several typical microblogs from these three types and explained patterns and functions of intertextuality and context construction by using the theories of Bhatia and Fairclough. Finally it probed into the generative mechanism from four dimensions, namely the physical, linguistic, sociocultural and psychological perspectives. The implications for future microblog study are discussed.

# **Mobile-assisted vocabulary learning: Investigating both receptive and productive vocabulary knowledge**

Yan Li & Hafner Christoph  
Sias International University  
City University of Hong Kong

Considerable research has been undertaken into the advancement of mobile technologies for vocabulary acquisition in a second language context. The question of whether mobile platforms lead to a comprehensive mastery of both receptive and productive vocabulary knowledge has, however, seldom been addressed in previous research. This study explores the correlation between students' utilisation of mobile platforms and the development or enhancement of vocabulary levels in the context of advanced English classes. A total of 86 Chinese undergraduate students enrolled in this experiment and studied English vocabulary using one of the delivery tools: a mobile application (Zhimi) or flashcards. Data were collected from the two cohorts of learners based on the pre- and post-tests designs covering a 1-week period. Drawing on the scores achieved by learners, the amount of time required for each learning session and narratives of the learning experience, this paper discusses how the mobile application develops learners' competence in receptive and productive vocabulary knowledge. The study identifies the overall potential of mobile applications as an affordance for learning vocabulary in a second language; more specifically, the efficacy of enhancing the productive knowledge of advanced English learners.

# **Writing for academic success: An academic writing course for MEd students**

Yongyan **Li** & Xiaohao **Ma**  
University of Hong Kong

Contemporary universities are committed to cultivating graduates with transferrable communication skills. Graduate writing support is being set up at many universities around the world, in response to the internationalisation of higher education and the increasing diversity in the ethnic, linguistic and cultural compositions of the student population. The growing popularity of master's-level postgraduate professional development programmes would serve to remind educators that these programmes constitute an important site to develop their participants' academic writing competencies. Yet compared with undergraduate and research students, students in these taught-course master's programmes seem to receive less attention at the university level in terms of writing pedagogy. In our presentation we will report on a new general elective course offered to MEd students at a university in Hong Kong. We will showcase the students' deconstruction of the research article genre, including the intricacies of source-use; we will explain our design of a portfolio of assessment tasks; and we will also highlight the students' needs and perspectives, based on the data gathered through pre- and post-course questionnaires, group discussions and a reflective writing task. Our course can valuably inform the development of similar courses in varied disciplinary and institutional contexts.

# **Critical discourse analysis of news reports on the Belt and Road Initiative in American mainstream media**

Xiaowei Lian & Xiaolan Lei  
Northwestern Polytechnical University

Since the Belt and Road Initiative was put forward by President Xi Jinping in 2013, it has become a buzzword across the globe and attracted considerable attention from both the press and academia. This research selects recent news reports on this issue from the *New York Times* to make a case study from the perspective of critical discourse analysis. The research adopts Fairclough's three-dimensional model as its theoretical framework and utilises concrete linguistic devices from Halliday's Systemic Functional Grammar to explore how American mainstream media constructs the image of China and the social ideology behind the words. The paper will be expounded at three stages: description, interpretation and explanation. At the stage of description, the lexical classification, transitivity and modality are analysed; intertextuality analysis is carried out at the interpersonal stage; at the explanation stage, economic, political and cultural contexts are elaborated to illustrate the hidden ideology in the news reports. The research has found that a sceptical and apprehensive attitude still can be manifested in the news reports, so it proposes that readers think critically when they intend to see through conflicting accounts and get hold of what is truly going on in reality.

# **A comparability study on parallel academic IELTS reading tests**

Linyu Liao  
University of Macau

Comparability studies mainly investigate to what extent different tests, different forms of a test or parallel tests are comparable, which is valuable for test development, validation and evaluation. While much attention has been given to the first two types of research (e.g. Bachman et al., 1995; Choi et al., 2003; Kunnan & Carr, 2017, Sawaki, 2001), the comparability among parallel tests has been rarely studied as if they were inherently consistent. However, the consistency across parallel tests should not be taken for granted. Therefore, this study examined the comparability of four parallel academic IELTS reading tests in terms of text difficulty, construct coverage, response format, item scope and task scope. Professional Lexile Analyzer was used for content analysis of the reading passages and expert judgement was adopted for task analysis. Content analysis showed that the four parallel tests are moderately comparable in terms of text difficulty, while three of them are highly comparable in this respect. Task analysis showed that the four parallel tests are comparable in construct coverage and item scope, but different in response format and task scope. Based on these findings, suggestions were given on how to improve the comparability of parallel academic IELTS reading tests.

# The correlation between EFL teachers' metacognition and professional development

Ying **Liao** & Yang **Sun**  
Southwest Petroleum University

In this article, an empirical case study was carried out in a science and engineering university. Through quantitative and qualitative analyses, the results indicate that a significantly positive correlation exists between university EFL teachers' metacognition and their professional development. The higher the university EFL teachers' metacognitive level, the better their professional development. Mathematically, a final conceptual model is set up: Professional Development = 1.762 + 0.625 \* Metacognitive Level. It signifies that university EFL teachers' professional development will increase 0.625 degree for every increase of metacognition. And through further analyses, the results manifest that the sub-dimension 'monitoring' is the most influential factor.

# Tracing glocal tensions in literature in English classrooms

Jia Wei Lim  
University of Malaya

This presentation moves away from policy to focus on possible reasons why glocalisation attempts may be ineffective or, in some cases, rejected entirely by students. The trajectory of this presentation is based on the premise that even if glocal policies are enacted, their implementation is dependent on teachers and students in schools. The development of *Literature in English*, a subject offered for Malaysia's post-16 examination, is an illustration of an attempt to localise a subject that was introduced to the country in the mid-twentieth century. Drawing from interviews with present and former teachers and students of the subject, three main reasons why attempts to glocalise a subject may fail were identified. These reasons foreground aspects that policymakers, and all stakeholders in general, should consider in pursuing glocality in education.

# **Critical literacy in action: Aspects to capitalise on and challenges to consider**

Jia Wei **Lim**, Juliana **Othman** & Yueh Yea **Lo**  
University of Malaya

The field of education and society as a whole have embraced the importance of and need for critical literacy (Luke, 2014). The issue remains, however, in how we encourage our students as well as teachers to develop critical literacy. With that question in mind, the researchers constructed a Created-creator© education module that promotes critical reflection by not only making individuals aware of elements and aspects that have influenced their character, thinking and behaviour, but also to challenge those very influences. Conducted with a group of 39 present and future English language teachers of various ages in Malaysia, the module has been proven effective in promoting reflection on self, reflection on author intention and reflection on individual interpretation of texts. This presentation shares findings and analysis regarding reflective critical awareness, highlighting aspects that proved to be more accessible as well as those which were more challenging. The identification of those aspects will inform policy and practice in incorporating critical literacy within and beyond the field of English language teaching.

# **Understanding discursive strategies of discourses on anti-GM food in China**

Jinrong **Lin** & Huhua **Ouyang**  
Guangdong University of Foreign Studies

This study investigates discursive strategies constructing anti-GM discourses and how they function in the social media of WeChat. It employs Fairclough's three-dimensional model as the analytical framework combining with data collected from focus group discussions and interviews. The study finds that anti-GM discourses embody strong sentiments. Major discursive strategies include moral evaluation, populism inflammation, authorisation and hyperbole. The inequality of discursive rights between the authorities and the public as well as Chinese feudal cultural traditions could partly explain why people resist GM food.

# Exploring the L2 listening-metacognition relationship for Macau primary-school EFL learners

Keying **Lin** & Matthew **Wallace**  
University of Macau

Listening plays an essential role in L2 acquisition, especially for younger EFL learners. Research into L2 listening has shown that metacognition, or the awareness of cognitive processes and strategies (Flavell, 1979), plays an important role in L2 listening performance for teenagers (Vandergrift & Baker, 2015) and adults (Goh & Hu, 2015). However, it is unclear how metacognition may affect listening for younger EFL listeners. To address this gap, the current study analysed the relationship between L2 listening and metacognition for 136 primary 2 (7–8 years old) EFL learners in Macau. Listening was measured using the TOEFL Primary test, while metacognition was measured using an adapted version of the Metacognitive Awareness Listening Questionnaire (MALQ) (Vandergrift, Goh, Mareschal, & Tafagdotari, 2006). This 21-item questionnaire measured five dimensions of metacognition – how frequently participants directed their attention while listening, avoided translating mentally, solved problems as they arose during listening, planned and evaluated before and after listening performances, respectively, and their perceptions of listening in English. Results from regression analysis provide unique insight into how each dimension of metacognition influenced L2 listening performance for the primary school EFL learners. Based on these results, pedagogical implications for the primary school L2 listening classroom will be highlighted.

# **Native English-speaking teachers' experience in Taiwan: A multiple case study**

Tzu-Bin Lin  
National Taiwan Normal University

This paper presents part of the findings from a funded 2-year research project exploring the implementation of the native English speaking teachers (NESTs) recruitment policy in Taiwan. As English gets the status of a global language, it becomes increasingly important in East Asia including Taiwan. To improve the citizens' English proficiency, the Ministry of Education Taiwan initiated the Foreign English Teacher (FET) Recruitment Project in 2003. However, the policy has not yet been evaluated by any research. This study explores the implementation of NESTs recruitment policy with a focus on understanding NESTs' experience working in schools and the reason why they would like to stay in this FET programme in New Taipei City. A qualitative multiple case study is applied to construct the research framework, while interview and classroom observation were used for data collection. Twenty NESTs in 17 secondary schools were interviewed and their lessons were observed. Moreover, 20 local co-teachers and 17 school leaders (principals and middle leaders who are in charge of NESTs in schools) were interviewed to offer local teachers' perspectives on NESTs in schools. All 57 participants were informed and signed the consent form with essential information about this study. Data are analysed with Nvivo 10.

# **Chinese MTI programme requirements and students' anxiety and motivation: A case study**

Chunhong **Liu** & Chengyuan **Yu**  
Chongqing University

Against this background of globalisation and increasing need for translators and interpreters, a Master of Translation and Interpreting (MTI) program was launched in Chinese universities. Discussion on how to cultivate MTI students attracts many Chinese researchers, while little research is done from the perspective of students. Therefore, this paper, through a case study, tracks one student of MTI in a Chinese key university, to investigate the relationship among the 150,000-word translation practice that decides the conferment of degree, anxiety and motivation. A three-month qualitative data of the student's diaries reflecting on the everyday work of translation practice and weekly semi-structured interviews were collected, transcribed (the interviews only), coded and analysed in accordance with a pre-determined scheme. The results illustrate dynamic interaction among the student's motivational self system (including the ideal self, the ought-to self and the learning experience), anxiety and motivated behaviour. The translation practice strongly influences the student's motivated behaviour. Moderate anxiety facilitates completion of translation practice, which in the meantime makes the combined effect of ideal self and ought-to self encourage motivated behaviour. This paper not only provides a paradigm of case study to closely look into the relationship among these factors, but also offers advice for MTI program management.

# **Self-identity changes after English learning among rural pupils in mainland China**

Chunyan **Liu**, Fulan **Liu** & Gretchen **Nauman**  
Jiangxi Normal University

This empirical study investigated the general situation of self-identity changes after English learning among students in rural primary schools. The participants were 419 students in Grade 4, Grade 5 and Grade 6 from two primary schools in rural areas of Hubei province in China. Based on Gao Yihong's (2011) questionnaire on English learning and self-identity change, this study investigated seven dimensions in English learners' self-identity changes: positive self-confidence, negative self-confidence, subtractive, additive, productive, split and zero changes. The findings are as follows. 1) Negative self-confidence, subtractive change and split change were found in self-identity changes among rural pupils. 2) Among all the self-identity changes, pupils' self-confidence was relatively stable, but their cultural identity changed a little bit. 3) As non-linguistic outcomes, rural pupils' self-identity changes were not correlated with their English achievement. The results are explained via cross-cultural identity theory. Pedagogical implications of the results are discussed.

# **A comparative study on application of tasks in primary school English teaching**

Jinbei Liu

Graduate School of Education, Hiroshima University

Task-based language teaching (TBLT) has been popular for a number of years in second language teaching. It is believed that TBLT can strengthen learners' communicative competence through the interaction with the target language, can provide opportunities for learners to focus on the learning process and can promote individual development. In Japan, TBLT has been advocated for years. In China, TBLT is an approach highly recommended in the "English Curriculum Standard" (Ministry of Education, 2001, 2011). English education in primary school is highly valued in both Japan and China. It is necessary to apply effective teaching methods. However, finding a proper teaching method for young learners could be rather challenging. On this journey, China appealed to TBLT, while Japan also appears to hold out a hand for help to tasks. This study intended to explore the possibility of implementing task-based language teaching in Japan and China through analysing and comparing the pilot practice cases of the application of tasks. It is also expected to reveal the potential issues in primary school English education.

# **The interactive structure of gift offers: Acceptance between friends in Chinese**

Junli Liu

Beijing Institute of Technology  
Tsinghua University

This paper analyses the interactive structure of gift offers and acceptance between friends in Chinese. Altogether 93 examples have been collected by the author and her helpers for about three years from 2015–2017. Depending on whether the offer of gifts has been committed when the interaction between the two interlocutors takes place, the author divides the offers into three types: the would-be offers to be realised after the interaction, the simultaneous offers realised during the interaction and the post-notifying offers realised before the interaction. Correspondingly, the interactive structures are quite different. In the first type, there are the single-structure, the bipartite structure and the tripartite structure as it is socially sanctioned sometimes to politely refuse the offer at least once, twice, three times or more. What's more, there are also offer-acceptance with pre-offers, insertion sequences or post-expansion sequences. In the second type the interactive structure is rather simple as there are usually the single-structure offer-acceptance constrained by the sociocultural practice. In the third type, the interactive structure is rather simple too, as what is left is only the notification of the offering of the gift or the safe arrival of the gifts and the expression of gratitude.

# **From the socially prescribed to the agentive: Stories of top English-major students in China**

**Meng Liu**

National Research Centre for Foreign Language Education

Based on Darwin and Norton's model of identity and investment, and adopting a critical event perspective of narrative inquiry, this study investigated three top English-major students' language learning experiences in China as an EFL context. In-depth interviews and WeChat communications were initiated to elicit learning stories from these students. Findings revealed that highly accomplished English-major students started with a varying degree of interest in English and developed different trajectories as language learners. Commonalities among these learners lie in the transformation from socially prescribed identities to increasingly agentive identities. A modified version of Darwin and Norton's model of identity was proposed to better reflect the reality of second language learning in the EFL context. Pedagogical and practical implications for the facilitation of second language learning in China were also discussed.

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# The effect of speech convergence on the U.S. presidential inaugural addresses

Tsai-hsiu **Liu** & Ching-Chun **Huang**  
Shih Hsin University  
Tamkang University

This study investigates the effect of speech convergence of communication accommodation theory on the presidential inaugural addresses of the United States based on the quantitative analysis of sociolinguistics. Speech convergence refers to a process through which a speaker resembles his/her interlocutor's speech style in order to reduce social differences and/or gain approval, as commonly attested in the United States presidential inaugural addresses. Technically speaking, the U.S. presidential inaugural address should be a speech delivered in the speech style of the ordinary Americans of the inauguration time of the president. Accordingly, it is hypothesised that a significant number of the linguistic differences among these presidential inaugural addresses can be attributed to the changes in the speech styles of ordinary Americans in time if these differences cannot be simply accounted for by certain social variables of the presidents themselves or by some specific historical periods of time (e.g. wartime and economic crisis). Based on the corpus consisting of 58 U.S. presidential inaugural addresses, this study quantifies the linguistic differences among these inaugural addresses from the aspects of vocabulary richness and syntactic complexity, and then scrutinises whether there exists a correlation between the linguistic differences and the social variables of the U.S. presidents.

# Phraseological patterns in English academic texts

Ying Liu

Caritas Institute of Higher Education

Academic text is characterised by ubiquitous phraseological units. They are referred to by a variety of terms, including chunks, word clusters, lexical bundles, etc., and have been widely studied (e.g. Biber & Barbieri, 2007; Cortes, 2004; Howarth, 1996; Hyland, 2008, 2012). Previous studies are mainly phrase-oriented, and there are not many studies conducted at the sentential level. The present study adopts a corpus-based approach to explore phraseology at the sentential level in the Jiao Da English Corpus for Science and Technology. Based on the concept of “lexicalised sentence stem” (Pawley & Syder, 1983), we will examine those expressions defined as “textual sentence stems”, with a view to examining their lexico-grammatical patterns and discourse functions in academic texts. We focus on two patterns, namely, dummy-subject pattern and content-subject pattern. Structurally, the data has shown that textual sentence stems usually have a canonical form and many lexical or grammatical variations. Functionally, results indicate that textual sentence stems play an important role in realising discourse moves in academic texts. It is hoped that this research can contribute fruitfully to EAP teaching in the classroom and better help students acquire a repertoire of textual sentence stems typical of academic texts which will improve their academic writing.

# **Department heads' leadership orientations and teacher concerns: Implications for curriculum reform**

Jason Loh  
Nanyang Technological University

This paper is an investigative case study on how the leadership orientations of the heads of the English Department affect the teachers' concerns in their implementation of a nationwide literacy reform programme which was rolled out to all Singapore primary schools. The intent of the reform is to ensure that there is equal opportunity for all students to reach a high level of proficiency in the English language. The study aims to gain insights into the types of concerns the teachers in three primary schools had, using the Concerns-Based Adoption Model, and how those concerns were shaped and influenced by the department heads' leadership traits. The findings suggest that school contexts shaped by the department heads exert an enormous influence over teachers' implementation concerns; even though two of the three department heads had similar leadership traits, the way they managed them differed. As a result, the concerns and the adaptations made to the implementation differed. 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.

# **Investigating teachers' use of the national STELLAR® programme: An implementation perspective**

**Jason Loh**  
Nanyang Technological University

This paper is an evaluative study of the implementation of the national literacy reform programme STELLAR® (Strategies for English Language Learning And Reading). The intent of STELLAR® is to ensure that there is equal opportunity for all students to reach a high level of proficiency in the English language. This study aims to gain insights on this implementation by using the Concerns-Based Adoption Model (Hall & Hord, 2015) to examine the enactment of the programme by teachers from three primary schools. This study utilised the Stages of Concern Questionnaire and the Innovation Configurations Map to evaluate the implementation. The findings suggest that there are differences in the ways teachers from different teacher education programmes enacted STELLAR®, regardless of the experience and the school. Teachers from the 4-year teacher education programme tend to enact the programme with greater fidelity and kept to the intent of STELLAR®, while the teachers from the 1-year teacher education programme diverged substantially from STELLAR®. Curricular adaptations to address student differences within classrooms may be a hallmark of an effective teacher; however, rampant adaptations can also possibly lead to programme drift, and negate the programme's intent. This has implications for curriculum reform and implementation.

# A spoken English corpus of Chinese learners

Stephanie Lopez

Northwestern Polytechnical University

Since the construction of the first English language corpus in China, a plethora of learner corpora has been compiled, providing a lot of data for interlanguage contrastive analysis. Spoken learner corpora, however, are scarce in China and not easily accessible. In any case, they have not been designed for accurate interphonological analysis. Even though research on English phonology has made remarkable progress in China in recent years, most studies on learners' pronunciation of English are not corpus-based. Yet, to help Chinese students heighten their awareness and understanding of the oral aspects of English and thus improve their oral skills, corpus-based studies and appropriate spoken English corpora of Chinese learners are an urgent and dire need. In our presentation, we will first introduce the main phonological characteristics of Chinese learners' spoken English. Then, we will present the *Interphonology of Contemporary English* project and the protocol used for compiling a spoken English learner corpus at Northwestern Polytechnical University, Xi'an, China. Finally, we will discuss preliminary findings and their potential use to design adequate syllabus and teaching materials, in line with the needs of the learners

# **A glocalised attempt: Learners' autonomy cultivation based on learning strategies application & tutoring**

**Ji Lu**

Jiangsu University of Technology

In view of the English major programmes affected by the Chinese context and the cultural background from local universities in the Chinese mainland, this paper reports a glocalised attempt: an English teaching approach which may facilitate English majors' autonomy cultivation in accordance with the trial implementation of it in Jiangsu University of Technology. The approach, based on learning strategies' application and tutoring from both teachers and senior students known as 'double guided autonomy', emphasises the pedagogical value and function of them. It regards the application of learning strategies as pedagogical resources and the tutorial aids as effective means to help the students lay foundations for their autonomy cultivation and further study of the English major programmes. It is believed that in this way the English majors' autonomy cultivation may be realised in the English major programmes. The approach therefore aims at improving to some extent the quality of English language education as a speciality and that of the nurture of talent in the discipline of foreign languages and literature from local universities in China. In the paper, mainly included are the theoretical & practical bases, the new ideas, the framework, the operational models of the approach and some achievements from it.

# **Reinterpreting “active students” in the Chinese context: English teaching as situated practice**

Shaofei **Lu** & Gusztav **Demeter**  
Case Western Reserve University

The Chinese government’s promotion of Communicative Language Teaching (CLT) over the past decade has brought unwinding research interests in evaluating the effectiveness of CLT in Chinese classrooms (Xie, 2016). Though mention of ‘active students’ is frequent in these studies, no clear definition of the term has been given. Researchers generally equated being active to being vocal, especially being vocal in whole class activities (Liu & Jackson, 2009; Xie, 2010). In this presentation, we seek alternative definitions of active students. Drawing on sociocultural theory’s proposition that learning occurs in meaningful activities situated in social and cultural contexts (Vygotsky, 1978), the presenters analysed data from semester-long class observations in an oral English class in a Chinese university, semi-structured interviews with eight students, a focus group with three teachers and phenomenological interviews with one teacher. We argue that equating being active to being vocal leads to increased stress among students in whole class activities and possibly unfair evaluation of students by the teacher. The presenters call for a definition of active students that includes other forms of participation and invites TESOL educators to view English teaching as a situated practice and to create equitable classroom spaces sensitive to local cultures and norms.

# **An analysis of reader engagement in linguistic research articles**

Junhan **Luan**, Yi **Zhang** & Jiayu **Wang**

School of Foreign Studies, Northwestern Polytechnical University

Academic writing has gradually changed its traditional tag as an objective, faceless and impersonal form of discourse into a persuasive endeavour involving interaction between writers and readers. Hence, establishing an effective writer-reader interactive relationship has become more important in academic thesis writing. Very few studies have focused on the construction of a writer-reader interactive relationship from the perspective of the readers in a single register. To fill this research gap, this study focused on the construction of a writer-reader interactive relationship from the perspective of readers exclusively within the discipline of linguistics. A corpus of 60 research articles from the international linguistic academic journal *Language Learning* was constructed. Based on the model of stance and engagement (Hyland, 2005a) and the genre analysis theory (Swales, 1990), the corpus was analysed to identify the distributions, categories and functions of reader engagement among different parts of articles, to clarify general ways and specific means of realising reader engagement, and to explore practical suggestions for improving the use of reader engagement for the pedagogy of academic thesis writing in the linguistic discipline. The findings suggested that reader engagement was used most frequently in the methodology part. Explanations were given from the perspectives of academic writing analysis and genre analysis.

# **The academic English language needs of post-secondary students in Hong Kong**

**Emily Lui**

The Hong Kong Polytechnic University, Hong Kong Community College (PolyU HKCC)  
Hong Kong Community College (PolyU HKCC)

Most previous needs analyses on students' academic English have found that students wanted to improve or valued reading skills the most (Naruenatwatana & Vijchulata, 2001; Rahman, 2012, for example). Aiming at revealing the strengths and weaknesses in academic English learning, present-situation analysis was adopted to survey a group of 89 post-secondary college students in Hong Kong. With the adoption of English as the medium of instruction for all (except Chinese) subjects in the post-secondary college under investigation, students were found to be aware of the differences between the English they were learning in the college and that in the secondary schools. They were found to appreciate the learning of related academic writing skills, especially on how to avoid plagiarism by using APA documentation style and summarising and paraphrasing skills. While writing is the skill among the four language skills which students wanted to improve the most, students also wanted to improve their grammar and vocabulary, which are both essential to their expression of meaning through English – their second language. The course and the survey itself have helped students to reflect on their learning by comparing what they had learned from secondary school studies.

# **An exploratory research on teaching the Allomorph Choice Rule by Running Dictation**

Yat Wai Michael **Lui**

Faculty of Education, The Chinese University of Hong Kong

Despite efforts in pronunciation teaching, one prominent weakness of the majority of Hong Kong secondary school English learners is to correctly distinguish and pronounce the {D} allomorph, which marks past tense. The present study experiments with a new initiative in teaching the {D} Allomorph Choice Rule by Dickerson (1986) through Running Dictation. With the strength of promoting attentive listening and awareness raising, Running Dictation could be desirable as an alternative technique in pronunciation teaching. The study was conducted with a group of 33 intermediate- to high-ability students. Pre- and post-tests were conducted before and after the practices of Running Dictation. The findings from the tests and interviews have shown that Running Dictation had an overall positive impact on the participants in improving their pronunciation accuracy in {D} allomorphs. The results have shed light on the capability of using Running Dictation and its potentials in coping with pronunciation problems of Hong Kong secondary school students.

# **A narrative study of a student teacher's culture teaching design and practice**

Rui **Ma** & Xiaoting **Ji**  
Tianjin Normal University, Tianjin, China

Cultural awareness, as part of the objectives in foreign language teaching, has been explicitly stated as one of the key competencies in Chinese students' English learning. Thus increasing attention has been paid to how to integrate language teaching and culture teaching with the purpose of enhancing learner's' intercultural communication. This triggers challenges to teacher education on how to provide student teachers with both theoretical and practical support for intercultural language teaching. Most of them find culture important but do not have clear procedural knowledge of how to practice it. In this study, the researcher tells a story about how a student teacher prepared for her culture teaching design and practice. The tortuous process of her work tentatively shows 1) problems in teacher education training; 2) what the teacher educator should do to bridge the gap between theory, research and practice; and 3) how the student teacher overcomes the lack of insight into cultural phenomenon, the lack of appropriate teaching materials, and the lack of culture-teaching methodology in order to achieve the cognitive, behavioural, and affective objectives of culture teaching. The results of the study might bring insights into the training of language student teachers in terms of cultural issues.

# Teaching tertiary students coherence and cohesion through analysis of model texts

Tommy Ting Tai **Lui**, Kin Wai **Lau** & Justin **Kwan**  
The Chinese University of Hong Kong, Shenzhen  
The Hong Kong University School of Professional and Continuing Education

Coherence is an important textual quality in academic writing. Unfortunately, the writing assignments of many ESL/EFL students are found to be 'incoherent'. From a wider perspective, a coherent text should demonstrate three rhetorical features: unity (i.e. keep to the point), cohesion (i.e. lexical and syntactic connections at the sentence level) and register (i.e. discourse consistency with the writing context) (Halliday & Hasan, 1976; Grabe, 1985; Johns, 1986; Crossley & McNamara, 2011). The concept of coherence is underpinned by two principles: (a) coherence and cohesion are both text-based and reader-oriented, and (b) as tangible linguistic features, both can be taught explicitly. By using quasi-experimental designs, we investigated how EAP students could use thesis development techniques, theme-rheme structure, coherence features and cohesive devices to improve the logical flow and fluency of their writings. Our study showed positive results and the instructional strategy has proven to be effective and efficient. Our workshop will replicate our pedagogical process and demonstrate how the method can be used to help students achieve coherence systematically in terms of idea development and text organisation before they revise and edit for sentence-level errors.

# **The integration policy of mobile technology in Indonesian high schools**

Karmila **Machmud** & Harto **Malik**  
Universitas Negeri Gorontalo

This research aims to invent an adequate and appropriate policy for the use of mobile technology in Indonesian high schools. Studies have suggested that MALL (Mobile-Assisted Language Learning) tends to be useful in EFL instruction. However, there is a long debate among educators and school administrators in Indonesia about allowing the use of a smartphone at schools. By using an online survey, we received 250 responses from high school students; we also interviewed 10 EFL teachers and three school administrators to gain data about their views on the use of a smartphone in school. The data shows that all participants of this research believe the use of a smartphone will help to facilitate the teaching and learning process; however, the policy of using smartphones in school should be designed not only to meet the students' needs but also to address the issue of possible violations, which might occur as a consequence of allowing the use of smartphones at schools. We have outlined the needed policy based on the data analysis in this research, and during our presentation, we expect to exchange information with other conference participants about similar policies in their countries.

# The role of oral scaffolding in the feedback on L2 writing

James **Macpherson**

University of Nottingham, Ningbo, China

Recent research into L2 writing pedagogy has indicated that one-to-one writing conferences are considered by many teachers to be an effective way of providing feedback on student writing. However, despite this, the number of studies that analyse the talk of teachers with L2 learners in such settings remains limited. This presentation seeks to address this lacuna by focusing on the role of oral scaffolding in the provision of teacher feedback on L2 writing. Adopting a model of oral scaffolding as a set of conversational linkages, it reports on an investigation into the discourse between one teacher and an advanced-level Japanese learner of English for music journalism in computer-mediated writing conferences. The results shed light on the impact of conference feedback on the development of L2 writing, providing evidence for the centrality of oral scaffolding in enabling participants to co-construct the meaning of learner language use, build L2 knowledge, promote learner agency and arrive at mutually agreed revisions. Based on these findings, insights into effective spoken feedback practices are presented, including the use of conversational linkages to encourage learners to expand, elaborate and reformulate their ideas.

# **The effectiveness of media-aided fading repetitions of elementary vocabulary instruction**

Suwarsih **Madya**  
Yogyakarta State University

This quasi-experimental study was aimed at finding out the effectiveness of media-aided fading repetitions of elementary vocabulary instruction, a model of instruction which had been developed through an action research study (Madya, in press). This study was conducted in reference to vocabulary learning theories and research findings (Nation, 2001; Thornbury, 2001; NRTAC, 2010) and information processing theories (Kang, 2016; Lutz & Huitt, 2003). This one-semester (August–November 2017) study used an experiment-control class design involving 22 interested students in a state junior secondary school in a sub-district in Indonesia. The treatment was an instruction model using a set of media (crossword puzzles, word search puzzles, semantic webs, flash cards, close exercise sheets, word-picture matching sheets) and activities (repeat after the teacher, survey and report, responding to pictures, pair work, quiz, listening and pictures, dictation), with spaced patterned repetitions. The results of the analysis of data (pre- and post-test scores) showed a significant difference in gain scores between the experimental class and the control class, with the former being higher ( $p= 0.01$ ). It was concluded that the media-aided fading repetitions of elementary vocabulary instruction is an effective model of instruction.

# **Teaching English to children in Indonesia using popular western folktales and Indonesian local folktales**

Dameria **Magdalena S** & Rafista **Defiyanti**  
Universitas Bandar Lampung  
Universitas Lampung

Research on local cultures as useful resources for teaching English has been widely recognised in EL classrooms. Nevertheless, local culture in the form of local folktales is still rarely used. Many teachers are still using popular western folktales in teaching English. The present research examines the use of folktales, both popular western folktales and Indonesian local folktales, in teaching English in the Indonesian classroom context and how learning English through folktales builds students' cultural awareness. Furthermore, this research seeks the teacher's' and student's' perceptions on the use of both types of folktales in learning English. The data are generated from a questionnaire administered to 20 elementary school teachers followed by semi-structured interviews on the use of folktales in teaching English. The same treatment is administered to the elementary students to find out the students' interest, perception and motivation when they are taught using those two kinds of folktales. Motivation in learning English through folktales is described into three Dornyei's (1994) types: the language or materials, the learner and the students' learning situation.

# **EFL writing by teaching the narrative story structure**

**Kevin Maher**  
University of Macau

Narrative writing can be a low-stakes method that appeals to student's personal interests. It lacks the high-stakes, grades-based structure of academic writing that may discourage some students from writing English. Narrative writing appeals to student's' desire for expression, while at the same time allowing them to utilise the English they have learned from films, stories and movies. This workshop will focus on teaching EFL narrative writing, particularly on the elements of story development, plot, dialogue writing, tension and story hook. Theories and research from Vygotsky, Dörnyei, and Murphey will demonstrate a particular style of collaborative learning to focus on EFL writing with a narrative style structure. Reading circles and peer review elements, and how to teach them, will equally be discussed. The main focus will be the narrative story structure and the elements involved for students to learn the structure in a collaborative, encouraging way. Attendees will get ideas to introduce into their own classroom.

# **Communicating the self using realia and felt sense: A narrative and phenomenological inquiry**

Mary Ann **Majul**  
University of Santo Tomas

Writing exercises about oneself usually focus on information which the 'I' is willing to disclose with others. During the process of composing, some words that fail to find concrete verbal expression are either consciously or unconsciously drowned. This study probes on how senior high school students view themselves by making them use realia to convey important segments of their life to a partner who listens to their story. The partner interprets the experience in the form of poetry using Sondra Perl's felt sense method, a term borrowed from the psychologist Eugene Gendlin to describe the experience in which the writer struggles to find the words to articulate an idea he/she is intuitively aware of. The results show how students struggled with different techniques and strategies to figuratively capture the life stories shared with them and the effects of their perceptions of and outlook on the world in the production of the poem. Employing felt sense also made them more aware of their thoughts and feelings towards what and how they write and the impact of their poetry on their readers and informant (source).

# Developing a curriculum: Link and match to stakeholders' needs

Ni Luh Nyoman Seri **Malini**, Luh Ketut Mas **Indrawati** & Ida Ayu Made **Puspani**  
Universitas Udayana

This paper reports on a new-design curriculum of the English Department, Faculty of Arts, Udayana University. The English Department of Udayana University carries out an educational program that aims to produce cultured graduates and independent human resources. The graduates are expected to be able to compete in the era of globalisation in terms not only of being able to get a job in an appropriate field, but also to open employment opportunities for many people. In order to meet these goals, the English Department of Udayana University annually revises its curriculum by updating the syllabus and course design. In 2015, our department started to revise our curriculum which is based on a national standard known as the Indonesian National Qualification Framework (KKNI). We are still developing the curriculum now in order to make it link and match with stakeholders' needs. We are attempting to improve competitiveness in meeting global challenges, meeting market demands and academic excellence, the quality of courses that include planning, implementation and evaluation of learning needs to be continuously improved. To meet the goals, we have conducted a survey of students, alumni and stakeholders to get their input about their needs in the teaching learning process. Based on their input, we expected that we could formulate a new curriculum which meets global challenges, meeting the market demands and academic excellencies of our university. The result is that we have designed a new curriculum which is being piloted in the 2017–2018 academic year.

# **Localising English-language lessons from Western publishing houses for Asian learners**

Claudine **Malis**, Cherrylyn **Mahipos** & Daisy **Gonzales**  
Naresuan University, Thailand  
Naresuan University Secondary Demonstration School (Satit)  
American University Alumni Language Center  
Faculty of Medicine, Naresuan University  
Naresuan University Language Center

One of the struggles faced by English-language learners is how the materials they use in class and the topics they cover feel foreign to them. This workshop aims to demonstrate how English-language teachers consider and incorporate the culture and background of the students in the whole teaching and learning process. It will delve into lesson content and course delivery. Asian classrooms are saturated with learning materials from western authors, primarily using western settings as examples. While this is understandable, it poses challenges to the teachers and the students. Basic topics found in most books from huge academic publishing houses, for example, have to be calibrated for non-western learners. The presenters will demonstrate how they enrich the lessons for the benefit of the learners without sacrificing expected language outcomes. Another part of this workshop is how the teachers consider the dominant learning styles of the language learners. Instructional materials come with suggested activities for the teachers. The common observation is that though these activities are helpful, they work best for small-group classes. The class size of an Asian classroom ranges from 30 up to 60, if not more. This workshop will demonstrate effective strategies employed by teachers teaching English in such a setting.

# **A preliminary study on teachers' voices: Their problems and content-based instruction (CBI)**

**Khadijah Maming**  
Muhammadiyah University of Parepare

This study investigates the teachers' voices regarding their problems in the classroom and their prior knowledge of content-based instruction (CBI). The participants of this study are 20 teachers of secondary level in Parepare, Indonesia. The data are collected through a questionnaire and class observation. They are analysed in a descriptive qualitative manner. This study is a preliminary study for a subsequent research about the CBI context and its implications for the students' productive skills, motivation and learning activities. The results indicate mostly students have poor performance in speaking and writing, as well as low motivation and poor learning styles. Meanwhile, the teachers need to facilitate valuable information on meaningful learning input, process and output and a beneficial way to integrate content and language effectively in the teaching process. In addition, the teachers' perceptions point out that they agree on some basic concepts of CBI, such as that teaching materials in CBI should be authentic, activate cooperative learning principles, provide the students second language instruction, use two or more instructional languages, design language learning tasks linguistically, be cognitively and affectively engaging, and select appropriate subject matter that will be integrated. These findings will be informative supporting aspects to explore deeply CBI in the secondary-level classroom.

# **Automated writing evaluation: (How) Do students use the feedback they get?**

**Shaun Manning**

Hankuk University of Foreign Studies

Automated writing evaluation engines (AWEs) are prevalent online. They range in function from only checking spelling and grammar to providing scores and detailed feedback about content and organisation for a range of genres. Typically, students work individually in a process of submitting, getting feedback and then resubmitting. However, little is known about how best to integrate AWE feedback in classrooms in order to take advantage of the positive role of collaborative talk in the 'learning to write' process. The study tracked one teacher and four student volunteers, two from classes required to use the AWE and two from classes in which the AWE was available but not required. It investigated student use of the AWE, how they understood and used the feedback, and changes in their writing over the course of one semester. Data consisted of teacher reflective journals; student writing – all drafts and revisions submitted to the AWE; final essays; student reflective writing; classroom recordings of peer review sessions; student interviews; essay scores; and a post-course survey. Overall, the students liked the AWE but could not engage with the feedback as readily as that from their peers or professors. Implications for teachers and AWE designers are presented

# Incorporating IELTS language standards into the language classroom

Qunfan **Mao**, Yuet Wai Anson **Wong** & Wing Ki Blanche **Chu**  
The Education University of Hong Kong

This presentation discusses the infusion of IELTS exemplars and standards descriptors into instructional materials to promote assessment for learning. The discussion is based on teachers' experiences of a Year 2 English course offered in a university in Hong Kong which requires students to attain a specified IELTS standard before graduation. To help students to attain the required IELTS exit requirement, IELTS exemplars and standards descriptors are incorporated into the training materials. Drawing upon students' responses, this presentation will suggest practical ideas for developing instructional materials by (a) effectively helping students approach and overcome difficulties in comprehending standards descriptors with specific reference to their own language problems, and (b) achieving the above through interactive in-class activities to help teachers use proficiency standards to develop meaningful curricular materials and assessment practices. It is hoped that the outcomes of this project can counterbalance 'instrumentalism' (in achieving standards) and 'learning' in academic settings where testing is a policy concern.

# **EFL self-concept: A narrative of one pre-service teacher**

Arifah **Mardiningrum**  
Universitas Muhammadiyah Yogyakarta

A learner's belief about him or herself is one of the important aspects that can influence a learner's achievement. One of the self-belief constructs commonly studied is called *self-concept*. It has been agreed that self-concept is complex and multifaceted. In the English as a foreign language (EFL) field, the domain of self-concept that relates directly to a learner's learning process is the EFL self-concept, which basically means a learner's belief about him or herself related to his or her journey of learning the foreign language. The current study aims at understanding the complexity of EFL self-concept of one EFL pre-service teacher in Indonesia. Since self-concept is complex and multifaceted, a narrative inquiry design is employed. The data will be taken from the participant's English language autobiography, in-depth interviews and additional artefacts when necessary. The findings of the study will give insights to what revolves around the nature of the self-concept of an EFL learner, which eventually will help understand how many aspects likely shape a learner's self-concept

# **Theoretical justification of the embedding of HOTS in the development of English textbooks**

Margana **Margana**  
Universitas Negeri Yogyakarta

English textbooks oriented on higher order thinking skills (HOTS) serve an important role in the English language development of students at the secondary school level. This relies on the theory that HOTS enhancement as depicted in the English textbooks facilitates students to maximally acquire the target language and triggers students to establish self-regulated learning. Added to this, the employment of HOTS as performed in a series of tasks of the English textbooks could drive students to put the language data into their long-term memory, enabling students to recall it when needed. However, a preliminary observation of the existing English textbooks in Indonesia shows they are mainly developed under the scheme of lower order thinking skill enhancement. A large number of tasks as manifested in the presentation of receptive language skills (listening and reading) are dominated by lower order thinking skill development. In reference to the issue, this paper articulates the theoretical justification of the embedding of higher order thinking skills in the development of English textbooks.

# **Monolingualism or multilingualism? Investigating instructional materials in ELT in the Philippines**

Isabel Pefianco **Martin**  
Ateneo de Manila University

English language teaching (ELT) policies and practices in the Philippines are not mindful of the realities of linguistic diversity and variation in the country. These policies and practices persist despite the fact that there are at least 183 individual living languages in the Philippines (Ethnologue, 2017). Even in the context of mother tongue-based multilingual education (MTBMLE), which is mandated by government in the basic education levels, the monolingual mindset continues to dominate, making the teaching and learning of English challenging for Filipinos. The rejection of multilingualism is perpetuated through textbooks and other instructional materials used by teachers. Together with monolingual mindsets, these instructional materials have become powerful tools that perpetuate myths and misbeliefs about English in the Philippines.

# English for international business: The CLIL approach

Elaine **Martyn**, Howard **Martyn**  
Guangdong University of Foreign Studies

A Content and Language Integrated Learning (CLIL) approach has been developed in a Business English program in a university in southern China. While many universities in China offer general English skills courses and perhaps business-related ESP courses in the first two years of study, followed by more business-focused courses in the following two years; this program has been offering CLIL courses earlier. This paper focuses on an innovation in the teaching of an introductory business course in students' first semester at the university from the perspective of teachers and students.

Data was collected from multiple sources: an interview with the vice-dean of the department, individual interviews with two CLIL course teachers, a questionnaire completed by 78 students, focus group discussions with self-selected student-participants, and classroom observations.

The presentation will illustrate the CLIL approach taken and students' response. Results suggest a very positive response to the 'Introduction to Business' course, though some students found it very demanding. Various factors influenced students' response, such as motivation, English proficiency level and interest in business vs. English.

The paper will close with a reflection on the theoretical and practical applications of GE, CLIL, ESP and EMI in Business English Teaching in China.

# **Investigating effects of 'free-writing' on students' motivation: An action research case study**

**Gavin Massingham**  
Carmel Leung Sing Tak School, Hong Kong

In many Hong Kong schools the curriculum is centred on passing examinations and writing accurately (Lo & Hyland, 2007). An unbalanced curriculum is not advised (Nunan, 1999), so this action research project investigated redressing this imbalance by introducing 'free-writing' to upper primary students in the form of an individualised *My English Book*. The research answered three key research questions, namely: To what extent was motivation to write affected by 1) the task design? 2) the positive classroom environment? 3) the personalised feedback? Data was collected via 31 bilingual questionnaires (one per student) and a focus group audio interview with six students who raised interesting points in their questionnaires. The results showed a large increase in students' motivation to write. All three key areas investigated were seen as equally important in contributing to increased motivation. In this workshop the discussion will centre on exactly how each of the three key research areas increased motivation by enabling the students to enact their identity as authors. It will then move onto sharing the implications for motivating young language learners to write. Samples of the students' work will also be shared and discussed to show their journey as authors throughout this project and beyond.

# **Analysis of Japanese students' developmental changes in intercultural competence**

Kahoko **Matsumoto** & Kitazawa **Takeshi**  
Tokai University  
Tokyo Gakugei University

This study compares the degrees of intercultural awareness and competence of 102 elementary school, 89 junior high school and 126 university students based on the analysis of retrospective entries of intercultural encounters made into the European self-reflective tool, Autobiography of Intercultural Encounters (AIE). By comparing the tendencies and characteristics of how each group perceive 'otherness' or 'foreignness' in their respective intercultural encounters, the type and the method of intercultural education appropriate for each level will be proposed, which will lead to the creation of maturity-based instructional models. Two types of text analysis have identified diverse ways perceptions of 'otherness' were expressed and functioned in intercultural encounters that the three groups experienced. The entries of university students exhibited quite dichotomous (we vs others) and stereotypical perceptions and attitudes. On the other hand, younger subjects' responses were more idiosyncratic, though often very simplistic; more natural, intuitive reactions to and interpretations of the intercultural events appeared compared to university students' entries. Since it is apparent that the proclivity for stereotyping gradually emerges and seems to strengthen during younger ages, effective intervention or scaffolding at the elementary and junior high school levels will be beneficial to raise intercultural awareness and facilitate the avoidance of simplistic overgeneralisations.

# Searching for new ways to teach grammar: Focusing on auxiliary verbs

Tomoko **Matsumoto** & Junya **Hirano**  
Nagasaki International University  
Kumamoto University

What are differences between *will* and *shall*? We often learn that *will* and *shall* imply *intention* and *necessity*, respectively. But is it always the case? Is “Will I open the window?” ungrammatical? What about “Will I see you tonight?” When you receive these questions, how will you explain things without reverting to “That’s the way it is?” How can you explain in a way that will assist learners to not only grasp clear grammatical understandings but also improve their communication abilities? English education seems to prioritise communication, treating the grammar as something that learners automatically would understand while improving their communicative abilities. There have been numerous studies on communicative activities. As Onishi (2014) suggests, teaching methods for the grammar have not changed and teachers have depended on the same *mechanistic* explanations of grammar rules for decades. It is crucial to develop new teaching methods for grammar in order to enable learners to improve their communicative abilities as well as strengthen their understanding of grammar in a way that complements both skills. Focusing on one of the basic English grammar points, this presentation aims to show effective ways to explain the different natures of auxiliary verbs without depending on orthodox mechanistic explanations.

# **Instructional effects on EFL learners' perceptions and comprehension of unfamiliar English**

Hiroko **Matsuura** & Reiko **Chiba**  
Fukushima University  
Asia University

The importance of teaching and learning world English varieties has been stressed by many ELT scholars and educators (e.g. Matsuda & Friedrich, 2011). However, methods of teaching those varieties as well as instructional effects on listening comprehension are yet to be fully explored. While a few researchers have investigated instructional effects on native teacher comprehension of unfamiliar English (Lindemann et al., 2016), those on EFL learner comprehension have not been examined. The present study investigated effects of explicit instructions on tertiary-level EFL students in listening to an English accent unfamiliar to them. One hundred native Japanese-speaking students participated in the study and were divided into two groups: an experimental group and a control group. In the instruction session, the experimental group watched TED talks recorded in Indian English after receiving brief instructions on historical backgrounds, phonological patterns and prosodic features of this variety. The control group, on the other hand, did not receive these instructions. In the pre- and post-instruction surveys, the participants transcribed Indian-accented English and responded to questionnaires eliciting their perceptions of the accent. Based on the results, the presentation will discuss the pedagogical implications.

# **Designing materials and activities for the teaching of English in kindergarten**

Hidayatul **Maulidiyah**  
Independent Scholar

This study aims at designing ready-to-use materials and activities for the teaching of English to kindergarteners to help teachers in supplementing English teaching in kindergarten. It involved needs analysis, material and activity development, validation, and try-out. Field information and library research were employed for the needs analysis to find relevant information for the development of materials and activities. Material collection, selection and development followed and were done based on the needs analysis. The materials and activities were then validated for their applicability and appropriateness for very young learners. After the validation, the products were revised based on the validator's suggestions before they were tried out to determine their usefulness and applicability for the users. The try-out showed that the materials and activities engage kindergarteners with the instruction. They encourage them to use the language for communication. The developed materials and activities proved to help kindergarten teachers in supplementing English instruction in their teaching.

# **Pre-service teachers' performance in implementing teaching methods in TEFL class**

**Maulina**

Muhammadiyah University of Kendari

This study describes the implementation of microteaching activity by pre-service teachers in a TEFL 2 class and also gives an overview of the problems faced during microteaching so that the teachers are able to improve the competence of teaching English later in both schools and other educational institutions. In this study, the method used was descriptive qualitative. The subjects of the study were taken purposively by considering the average value of 90 out of 100, with the resulting number of subjects being four (4) pre-service teachers. Data were collected through observation using video recording and field notes as well as semi-structured interviews. Aspects to be analysed were methods used from opening, main and closing activities by considering the characteristics of the method applied. The results of this study showed that Grammar Translation Method (GTM) and Audio-Lingual Method (ALM) became the method preferences during the microteaching. Pre-service teachers showed no hesitation and were well-prepared in applying the methods. Translation activities, dialogue memorisation, repetition technique, word pair technique and game grammar technique were used. Problems faced were lack of skills in facial and body expression.

# Evaluating 'ideal-L2-self' with think-aloud reports from college students

Neil McClelland  
University of Kitakyushu

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

# **Past learning experiences (PLE) and their effects on L2 motivation in EFL**

**Neil McClelland**  
University of Kitakyushu

This poster presents an investigation of L2 learning motivation in college students studying English in Japan. The objectives were threefold: (1) investigate the development of individual motivational trajectories, (2) identify 'critical incidents' in students' past experiences that may explain differences in motivational orientations, and (3) relate those orientations to eventual L2 learning outcomes. The mixed-methods study had two stages: Stage 1 used a questionnaire to measure motivational orientations at two points in time; on entry to the university and after completion of the compulsory English program. This resulted in individual 'motivational profiles' that tracked both motivational orientations and TOEIC scores over two years. Stage 2 used narrative elicitation with selected students to highlight 'critical incidents' in past learning experiences. All interviews were conducted in the L1 by a peer researcher. Stage 1 resulted in longitudinal profiles that show remarkable consistency over time, making them useful for drawing comparisons. Stage 2 then involved interpretation of the profiles in relation to themes that emerged from narrative accounts. Overall, the addition of narrative accounts to quantitative data was found to provide a much deepened explanation of the often complex and contradictory influences that underlie learners' ongoing motivation to study a second language.

# **A story a day keeps the class jolly: EYL digital storytelling**

**Diah Royani Meisani**

Universitas Pendidikan Indonesia, Bandung, Indonesia

Motivation is undisputedly one of the most influential factors in second language learning. In an English for young learners' classroom, child-friendly and enjoyable activities are essential to keep the students motivated to learn, as when they do not find the class interesting, challenging and worthy, disengagement cannot be avoided. Given this situation, this present study is aimed at finding out how digital storytelling which is set as a pre-activity can improve students' motivation in English learning. Besides playing as an attention-grabbing activity, the digital storytelling is designed as a scaffolding tool for the learning process to help pupils comprehend the core materials. Moreover, the multimodality involved in the digital storytelling enables the students to improve their reading and listening skills as well as to build vocabulary and grammatical ability that indirectly develop their writing and speaking skills. This study, which involved a 4<sup>th</sup> grade English class in an elementary school in Bandung, Indonesia, applies Synergistic Multilayered Students' Learning Engagement Framework of Analysis (SMSLEFA), a concept introduced by Suherdi (2017). It is expected that the implementation of digital storytelling can positively encourage the development of students' learning engagement and promote the implementation of higher order thinking skills (HOTS) in the English language classroom.

# **Reading group work outside the L2 classroom: Students' practices and reflections**

Xianhong **Meng**

Northeastern University at Qinhuangdao

The study examines how university students plan, organise and carry out group work while reading outside the classroom. The research takes place at Northeastern University at Qinhuangdao and is undertaken as a case study involving 31 first-year English major students, divided into nine small reading groups. The students are required to finish reading an English novel in two months. All the planning, organisation and scheduling of the reading activities are managed by students in the respective groups with one student in the group recording all the information of the activity. Data are collected by means of open-ended group interviews when all the groups finish reading the books. The findings show that students perceive and carry out group work in different ways. The majority of the students acknowledge that they benefit a lot from group work. The reading group helps them build confidence to finish the work to meet the deadline. It also gives them a good opportunity to share and listen to peer opinions. A minority of the students perceive group work negatively, as some members in the groups tend to procrastinate.

# **Bridging the digital divide with secondary English students in Hong Kong**

**Robert Meszaros**

Nam Wah Catholic Secondary School

Digital technologies are now a fact of life (Hockly, 2017). As English teachers we have an important role to play in helping upskill the less advantaged and less digitally literate students in our classrooms in order to narrow the digital divide (Dudeney, Hockly, & Pegrum 2013) and the digital participation gap (Jenkins, 2009). Mainland students who arrive in Hong Kong secondary schools are often disadvantaged on several fronts: they lack social economic status, they often have a poor English language foundation compared to their Hong Kong peers, and they often lack both access to and skills in technology. This poster will illustrate how technology was utilised at one low-resource Hong Kong secondary school to address the linguistic and technology challenges associated with new arrivals from China. Participants will learn how the native English teacher (NET) can be utilised in schools to not merely co-teach speaking lessons but also educate students, and colleagues, about how to utilise technology for meaningful and creative language and literacy tasks. This poster will offer tips on using Padlet, Canva, Kahoot, Quizziz, Instagram and WhatsApp to not only motivate and engage students, but also make students more tech savvy and create more memorable, enjoyable and authentic learning experiences.

# **Integrating critical reading in writing instructions: insights from genre-based-cognitive approach**

**Manuputty, Richard**

Conventionally, the teaching of writing is separated from reading courses. As the results, many students are found to be passive and not critical in writing. This action research looks into the effectiveness of integrating critical reading materials in writing argumentative courses. It is investigating whether the instructional system brings significant impacts in students' writing performance. The results of the study indicated some moderate changes in writing skills which were analyzed and assessed through content analysis over two complete final writing products submitted after two complete learning cycles. Some students of (N=18) are at developing learning stage of being critical in reading but not yet fluently in making informative arguments. Some has already shown capability to evaluate and criticize some highlighted ideas but not yet accurate in supporting and defending their stands behinds specific issues discussed. Analytical reading strategies applied were found to be effective though obviously much time is needed for comprehending texts, and more writing practice is needed before students can produce more critical writing of their own. If the direct-integrated instructional system is nurturing with care, the cognitive approach would become a challenging for both teacher and students and will inspire students' critical thinking that promising academic success.

# **Grassroots professional development and empowerment through Twitter**

**Robert Meszaros**

Nam Wah Catholic Secondary School

Twitter is a low-cost way of pursuing self-directed, grassroots professional development that can empower teachers through connections and dialogue with other like-minded educators. Through Twitter, educators can discuss and reflect on classroom practice and language teaching, share lessons and resources and even combat isolation (Carpenter & Krutka, 2014; Forte, Humphrey, & Park, 2012; Davies, 2016; Hockly, 2017). Teachers are using Twitter to build up their PLN (professional learning network) in order to give voice to their ideological commitments, become conduits for introducing new ideas into their local communities, examine new perspectives on teaching and learning, and generate social capital that can empower them in both their classrooms and careers (Forte, Humphrey, & Park, 2012). This poster session will highlight some of the advantages and pitfalls of using Twitter for professional development and offer concrete suggestions on how educators can utilise Twitter to benefit from grassroots, self-directed professional development. Viewers of this poster will also be invited to join a 16th Asia TEFL Conference Twitter challenge with hashtags and topics for participants to tweet about during and after the conference in order to embark on their own grassroots professional development adventure by forging professional connections with like-minded conference participants.

# **The impact of study abroad on the usage of digital technologies for informal language learning**

Daniel **Mills** & Megumi **Kohyama**  
Ritsumeikan University  
The University of Shiga Prefecture

A study abroad experience is often seen as a perfect opportunity for students of a second language to practice and develop linguistic skills in an authentic environment. In addition to the chance to interact with native speakers of the target language face to face, there are also increased opportunities for informal contact with digital media and communication in virtual environments. Unlike face-to-face contact, which is severely limited once the student returns to their home country, digital interactions can continue with few barriers. These interactions might take the form of actual communication facilitated by technology with individuals and groups that the students have formed social relationships with or through the consumption of English-language media, such as TV shows and music, to which they were exposed in their period of study abroad. The presentation will examine the process by which students engaged in study abroad developed in their use of digital technologies to learn English informally. Through group interviews and a survey instrument, the researcher explored participants' use of digital tools for informal English-language learning before, during and after their study abroad experience. The presentation will conclude with suggestions of how this research can be applied to professional practice.

# **Can teachers cultivate English language learning partners or competitors with technology?**

**Sammy Ming**

The University of Hong Kong

Technology has become highly pervasive in many Asian teaching contexts. It is an intriguing topic to language teaching practitioners whether a competitive school setting can be conducive to the nurturing of language learning partners or competitors, with the use of technology. This case study seeks to find out whether teachers can cultivate peer pressure or peer support in a digital classroom. In this investigation, 30 English major students from a post-secondary college in Hong Kong were involved. They were encouraged to mark and provide evaluative feedback on their peers' academic essays via Google Docs. Both the essays and the peer feedback were part of the assessment. Both qualitative and quantitative data were collected with the use of a post-course questionnaire and semi-structured interviews. The findings were interpreted with reference to contextual conditions where keen competition prevailed. The analysis reflected the students' paradoxical attitudes towards the use of technology in their English learning environment. This study can shed light on the implementation of peer feedback with technology as the vehicle. Not only can it offer inspiration in English language pedagogy, but it also provides the basis for teacher practitioners to reflect upon their changing role in the digital world.

# **Reading attitudes of senior high school students in print and digital settings**

**Rosalyn Mirasol**

University of Santo Tomas – Manila, Philippines

As the Philippines embraces the K-12 Curriculum Plan, the need to determine the reading attitudes of the first batch of senior high school class is deemed important. This paper addresses this challenge as it investigated the students' reading attitudes in print and digital settings for both academic and recreational purposes. The results revealed that the student-respondents have high positive attitudes towards reading recreationally in a digital setting. Furthermore, it was found out that male respondents prefer reading academically in both print and digital settings, while female respondents were shown to have a preference for reading recreationally in both settings compared with their male counterparts. It was also noted that social media has immense influence the attitude of the readers. This investigation supports the notion that reading attitudes play a significant role in the academic life of students. Having a positive attitude towards reading will provide the learners a better and lighter perspective on reading activities inside the classroom. Furthermore, it will create an environment where reading is at the centre of the students' academic life.

# **Understanding language teacher conceptual change: A critical incidents model**

Ian **Moodie**

Department of English Education, Mokpo National University

The purpose of this 18-month study is to address a gap in the research regarding how language teacher cognitive change (LTCC) occurs in the context of language teaching, absent of interventions or formal coursework. The study included four public school English teachers from South Korea, looking for evidence of LTCC from an array of data including classroom observations, reflective writing, critical incident (CI) logs and extensive interviews. The analysis combines CI analysis and grounded theory in order to identify evidence of CIs and consciousness-raising. After presenting CIs from each participant, the findings culminate in a model for interpreting LTCC across the following sequences: (1) personal experience with a specific practice, (2) tensions with the practice, (3) an incident initiating change, (4) a commitment to change, (5) selecting a new practice, (6) trying it, (7) a positive evaluation of the practice, (8) consciousness-raising of pedagogic or developmental principles of the new practice, (9) committed action to incorporate a new practice, and finally, (10) an expanding professional knowledge base. The study implies a trajectory to LTCC and suggests entry points for intervention and mediation to stimulate LTCC. The findings may be of interest to language teacher education researchers, program developers and teacher trainers.

# **Delayed effects of consciousness-raising task on Korean EFL learners' performance of English requests**

Young-in **Moon**  
University of Seoul

The purpose of this study is to find out the delayed effects of consciousness-raising tasks on the performance of English speech act of requests by Korean university students. A total of 28 English-major university students participated in the pre-test where they performed requests in DCT. Their requests were subsequently used as Korean learner samples in the consciousness-raising task. In the consciousness-raising task, the participants were asked to compare the Korean learner samples with those produced by English native speakers. They were then asked to choose the most appropriate requests produced by English native speakers and provide the reasons for selecting them. Finally, they were asked to write down specific English expressions that they thought were useful. From the analysis of the consciousness-raising task worksheet, the features that the participants had noticed were identified. After eight weeks, a delayed post-test was conducted to see if the features noticed were maintained and reflected in the participants' English request performances. The long-term effects of the consciousness-raising task were mainly found in the use of strategies rather than specific English expressions.

# **Barriers to professionalism in the native-speaking English teacher scheme in Hong Kong**

Benjamin Luke **Moorhouse**  
The University of Hong Kong

In many Asian countries, such as Korea, Japan, Taiwan and Hong Kong, an important strategy in the promotion of English language learning is the hiring of native-speaking English teachers (NETs). This paper reports on a small-scale exploratory study that examined how NETs in the Primary Native-speaking English Teacher (PNET) Scheme construct their professional identity(ies) and explored the barriers to professionalism that exist within their role and context. Data were collected using a questionnaire and a group interview with qualified NETs. The findings of the study show that NETs' identities are complex, with NETs having to negotiate their professional identities to fit into their role and local context. Although other stakeholders endorse this modification, it does not come without cost. NETs sacrifice their authentic selves while facing barriers to their own personal beliefs of good teaching and professionalism. The author suggests that if these barriers are not addressed, NETs may feel marginalised and be unable to be their professional selves. A number of suggestions are made for NETs, teachers, school administrators and policymakers on how to better support NETs' professionalism.

# Developing a school-based reading programme for lower primary learners in Hong Kong: A case study and lessons learned

Benjamin Luke **Moorhouse** & Kevin M. **Wong**  
The University of Hong Kong  
New York University

Reading instruction in English language lessons in Hong Kong primary schools was long dominated by the use of decontextualised textbooks followed by comprehension questions. These were designed to introduce language and prepare learners for high-stakes assessments rather than develop reading skills or an enjoyment for reading. However, following recent educational reforms in Hong Kong, a new emphasis has been placed on early reading. Now, English language teachers are advised to allocate 40% of lessons to reading instruction and are suggested to use *real books* (CDC, 2017). To operationalise these goals, many primary schools have joined government-developed literacy programmes or developed their own school-based programmes. We introduce a case study of a school-based literacy programme designed to meet the needs of curriculum reform. We report on the programme's rationale (development of students' reading skills, interest and enjoyment of reading); development (structure, teaching approaches, book selection and activity design); and implementation (integration and capacity-building). This is followed by a critique of the programme's effectiveness. We conclude with a discussion on how similar school-based programmes in Hong Kong and Greater China have potential to engage young learners in developing reading skills and enjoyment of reading.

# How repeated exposure influences syntactic processing by Japanese EFL learners

Miwa **Morishita** & Yasunari **Harada**  
Kobe Gakuin University  
School of Law, Waseda University  
Institute for DECODE, Waseda University

Syntactic priming, a tendency to repeat a current sentence that is similar in structure to a previously presented prime (Bock, 1986), can be utilised for novice language learners to improve their syntactic processing. In one of our previous studies concerning processing of lexical and syntactic information by Japanese EFL learners, we found that the more learners were exposed to particular sentence structures, the stronger the effects of syntactic priming became, indicating the possibility of repeated exposure accelerating learning (Morishita & Yokokawa, 2012). In this research, 88 Japanese EFL learners (university first-year students) in four classes were exposed repeatedly to PO (prepositional object) / DO (double object) structures based on the procedure in our previous studies. In the practice phase, they read / listened to PO / DO structures in one of the four conditions, i.e. balanced (alternate / block) or imbalanced (PO only / DO only) exposures, which influenced the level of syntactic priming in the subsequent priming phase. The overall result implies that syntactic priming possibly accelerates implicit learning of syntactic rules, which cannot be easily picked up by explicit learning.

# **Enhancing student learning through innovatively evolving an inter-disciplinary module**

**Gareth Morris**

XJTLU and Exeter University

Not many courses can claim to draw on expertise from one school, two departments and one centre, but this is exactly what the module 'Imagining the City' does. This five credit module offered in semester two of undergraduate students' first year at university is supported by staff from Xi'an Jiao Tong-Liverpool University's School of Film and Television Arts, the departments of English, Culture and Communication and Urban Planning and Design, as well as the Language Centre. Presenting students with a greater understanding of the diverse range of forms and ways in which the city can be portrayed, this module seeks to provide students with an inter-disciplinary grounding that should serve them well in future years. It also looks to aid their language and study skills development. Now into its sixth year, the module has also undergone some reasonably substantial developments in terms of the syllabus, delivery pattern, content, learning space and staffing. In addition ICT has also played a much greater role with the advancement of time. This presentation will therefore highlight some of the evolutionary changes designed to enhance student learning whilst also illustrating how the course is increasingly innovative.

# **Evolving pedagogy: From EAP to inter-disciplinary modules**

**Gareth Morris**

XJTLU and Exeter University

Half a decade ago most Language Centre staffed modules that were taught at a Sino-British university in mainland China were English for Academic Purposes (EAP) ones. These modules were fairly generic in tone, at least in the first year, despite being designed for different subject specialisms, and curriculum design and associated assessment was the remit of specially designated teams. Fast forward to today, and fairly dramatic changes have taken place for the first year. Now almost all modules have moved more towards an English for Specific Academic Purposes (ESAP) remit, albeit with some knock-on effects for aligned year two modules. As debate centres around once again revisiting the curriculum offerings for year one modules, this presentation considers some of the curriculum design debates, practices and actual actions that have epitomised the subsequent offerings of a number of modules within the Language Centre. It will also consider one of the latest modular offerings from the Language Centre, that of Joint Delivery modules. These inter-disciplinary modules are ones in which the Language Centre provides language and study skill provision and support for content that is delivered by academic departments. It can also present unique curriculum design opportunities and challenges.

# **Assessment disrupted: Are practicality and (constrained) reliability more valuable than validity?**

Johanna **Motteram**  
British Council, Singapore  
Singapore

Technology is disrupting many aspects of language teaching and assessment, and technology-based language testing is becoming mainstream. Adoption of technology-based assessment, particularly those assessments which employ e-rating systems for evaluation of speaking and writing, is often linked with gains for test practicality and reliability. This paper argues that those gains may be made at the expense of construct validity, especially rich understandings of the construct which are associated with complex descriptions of language in use in social and situational contexts. These expanded constructs are not, at present, amenable to e-rating. The paper proposes that a middle ground, which combines the practical benefits of online, technology-based assessment and the validity benefits inherent in the human rating of speaking and writing, should be sought. This paper is illustrated with examples from a range of currently available technology-based assessments.

# Challenges of using EMI in the Arabian Gulf

Mouhamad **Mouhanna** & Saleh **Al-Busaidi**  
UAE University

In some Arabian Gulf countries English medium instruction (EMI) is employed in higher education in the hope that local students will make effective contributions to the local economy, which is often international in nature due to the large number of expats and the high volume of foreign investment (Farrugia, 2012; Fox, 2007). However, some argue that English as a second or foreign language (ESL/EFL) is more appropriate as most locals will work in government offices where Arabic predominates (see Troudi, 2009). When discussing the advancement of the ELT profession from a regional perspective in a changing glocalised world, one needs to ask which form of English in education best serves local students' needs. This session considers two Gulf States – the UAE and Oman. The presenters will analyse the current situation in both countries in the context of their own research and highlight findings which question EMI as the best option for English learning in higher education. The results of these findings will be discussed from the perspective of students and teachers and the audience will be invited to comment from their own contexts. Participants will reflect on the discussion and contribute to further debate on what kind of English tuition is best.

# **Study on blended College English teaching based on POA and PAD Classroom**

Yanfang **Mu** & Yanping **Rui**  
North University of China

This thesis is a research report on a term-long classroom practice. The writer has applied a self-initiated blended way to College English classroom teaching, based on two new teaching methods POA and PAD Classroom. POA refers to production-oriented approach, put forward first by Professor Wen Qiufang in 2015. Its stereotype is output-driven, input-enabled hypothesis put forward by Professor Wen Qiufang in 2014 based on Krashen and Swains ' the input hypothesis. POA emphasises that the way to teach students to use English rather than by teaching to the textbook. It stresses the outcome of the students' ability. PAD Classroom refers to presentation-assimilation-discussion, first put forward by Professor Zhang Xuexin in 2014. The core idea of PAD Classroom is to cut the classrooms into two halves both in time and in the roles of teachers and students. It has combined the advantages of traditional Chinese classroom and western discussion classroom. There are great differences between the two teaching methods in philosophy, theory and methodology. But the writer has integrated them into her own method in her College English classroom practice. According to the analyses of the two questionnaires and the interviews, this blended method is proved effective after the whole term's practice.

# **The effects of age of onset, language aptitude, motivation and language use on Chinese English learners' grammar acquisition: A SEM analysis**

Zengyu **Mu**, Hong **Li** & Li **Ma**  
Chongqing University  
Changshou High School

The discussion of age and its effect on language acquisition has been a hot topic in the previous decades. Accumulated evidence showed different results of age effects especially when language factors, language aptitude, motivation and language use are taken into consideration. This study investigates how age is connected with factors like language aptitude, motivation and language use to form a complex system affecting Chinese English learners' acquisition process in English grammar. Participants of this study consist of 83 graduate students from several universities in China and they are classified into two groups according to their age of onset in English learning; namely, the early learners and the late learners. By using the GJT instruments (speeded and unspeeded), LLAMA tests and a questionnaire, data are collected for SEM analysis. Two 7-latent variable models are constructed for each group of participants. The results reveal that the two models bear some distinctions with language aptitude (implicit vs explicit) having different effects on the two groups of participants. Age of onset has influenced the grammar attainment but its effect is further moderated by motivation and language use. And again, the two models display diverse moderating effects by motivation and language use.

# **Professional development for university teachers: A critical lens**

Haque **Muhammed Shahriar** & Karim **Mohammad Rejaul**  
East West University

As there is no mandatory pre and/or in-service training for university teachers, there is hardly any recognition and appreciation of skills acquired through professional development. Professional development skills help English language instructors to not only become better classroom facilitators in institutions of higher learning, but also instil ethical values to act responsibly, embrace lifelong learning and engage in continuous professional development (CPD) that enhances the quality of teaching. Skills acquired through various English language teaching (ELT) teacher-training initiatives, whether from The British Council (e.g. CELTA, DELTA), The American Center, Bangladesh English Language Teachers Association (BELTA) or postgraduate diplomas, do not seem to be acknowledged, recognised and evaluated in terms of pre-requisite qualifications of English language instructors in Bangladeshi universities. This paper explores the professional development of English language instructors in Bangladeshi institutions of higher learning from a critical perspective. The primary focus of this paper is to categorise the types of professional skills that university teachers have, and why such skills are undermined.

# **Verbal interaction feedback: The teachers' strategy in language teaching**

Ariefa **Muhsin** & Sukri **Syamsuri**  
University of Muhammadiyah Makassar

Teacher feedback is an essential strategy to deliver knowledge in the classroom context. This research investigates the kinds of verbal feedback strategy and how the feedback strategies are used by teachers in providing interactional feedback. The researcher used the descriptive method. The subjects of this research were two English teachers that had been teaching in the second year. The data were collected by observing two times for each teacher, using observation, interview and documentation. To gather the data, two English teachers and their students were observed while they were in a teaching-learning process. The observations were recorded, transcribed and then analysed to find out the kinds of verbal feedback used by the teacher during the communication. The results showed that the English teachers used positive and negative feedback in the teaching and learning process. The teachers mostly used repetition and followed by praise and affirmation. Regarding negative feedback, the teachers also used a variety of ways which include redundancy as the most common feedback provision, followed by clarification request, elicitation, explicit correction and prompting.

# The use of Pelmanism technique in increasing foreign learners' grammar abilities

Sitti Zainab **Mukhtar**, Rabiah **La Bundu**, Fitri Karimah **Pasaddai**, Ammang **Latifa**, Ardillah **Anas**, Rafiah **Nur** & Adriyani **Syharuddin**  
University of Muhammadiyah Pare-Pare

In South Sulawesi, many students think that learning grammar is very difficult; it is hard to understand if the teacher only explained it. Grammar be the boring part of learning a new language. However, students cannot run away from grammar, as it is the rules in a language. Therefore, the teachers need to use a technique in the teaching and learning process. This paper provides the Pelmanism technique which can be used by teachers to make grammar learning enjoyable for their students. Pelmanism is a matching card which is challenged by hiding the cards' face. Using Pelmanism in teaching grammar can be done by giving the students a pack of cards that contain sentences related to the grammar topic. The teacher spread the cards face down on the table and then the students try to match the sentences with the appropriate grammar. This paper aims at finding out the students' improvement in grammar by using Pelmanism technique. It is expected to change the students' way of study from passive to active and to be an effort of changing the classroom atmosphere and to provide a useful contribution to the teachers to activate and organise students' prior knowledge.

# **Leadership and language development through a project-based curriculum for student-centred learning**

**Malia Mullen**

Shenyang Normal University  
United States Department of State

The field of teaching English as a second language has a long-prescribed system of memorisation, worksheets and testing. A consistent issue in the TESL field is language retention, as the current memorisation system does not create an environment conducive to real-world language application. I propose that through research, teamwork and project development, students can internalise language learning for later recall. The goal of a project-based classroom is to utilise a system of subject introduction, project development and clear rubric to help students make decisions, explore the freedom to create and take leadership within groups. With three years of development, the results have shown significantly increased language skills, noticeably reduced student attrition rates and strong leadership development. This workshop will address the benefits of creating a similar system and how to customise it for class level and culture, and provide examples while explaining the basic structure, grading and expected outcomes. It will also work on developing project-based classrooms and provide examples of previous projects – the assignment structure, grading and ideas for implementation – and discussions on the shifting student leadership roles in the classroom as well as improved student attrition rates and overall performance.

# **The impact of extensive reading on EFL learners' grammatical knowledge and argumentative writing**

**Dennis Murphy Odo**  
Pusan National University

A growing body of evidence supports the use of extensive reading (ER) as an effective classroom intervention for numerous aspects of second language development. However, less discussion exists regarding the impact of ER on written grammatical structure or its influence on argumentative writing. To address this issue, Korean university students majoring in English education engaged in ER using graded readers and adolescent literature over the course of a semester to determine its potential to influence their knowledge of written grammatical structure and argumentative essay writing. The results showed a significant increase in grammar structure knowledge between the pre- and post-test groups. However, additional analysis revealed no significant increase in grammar knowledge between those who read fewer or more words or spent more or less time reading over the semester. Argumentative writing assessment results showed that neither the amount of time spent reading nor the number of words read associated with writing performance. These findings were contrary to much of the extant research that shows ER improves grammar and writing scores. Implications are that increased program duration or combining ER with other techniques may be necessary to see its effects on written structure and argumentative writing development.

# **Mobile-Assisted Language Use (MALU) in Japanese classrooms.**

Saranyaraja **Muthumaniraja**  
Tama University of Global Studies

Technology possesses an ever-changing nature and creates visible effects in the field of education. With the advent of multimedia computing and the internet, the role of computers has become an important issue confronting a large number of language teachers around the world. As technologies continue to evolve so does their propensity to shrink in size. This paper examines how student non-native speakers of English use a range of digital devices in the classroom and beyond it in both their L1 and L2 languages. The results indicated that most of the students prefer MALU (Mobile-Assisted Language Use). It was also noted that most of the Japanese students had already adopted MALU and are also using it for educational purposes. Evidently it shows MALU emerging as a potential tool in the instruction of English as a foreign language.

# **Implementing a Systemic Functional Linguistic genre pedagogy in teaching writing**

**Akiko Nagao**  
Ryukoku University

A genre based on a Systemic Functional Linguistics (SFL) approach enhances learners' literacy proficiency. SFL is a top-down system involving the use of lexicogrammatical resources according to the goal of the linguistic activity. This research examines the implementation of an SFL genre-based approach in teaching a discussion essay as an approach to improve the proficiency of EFL learners. The design of this research used a case study involving a 15-week course for two semesters and nine first-year students as novice genre-text writers who took the writing lessons with Feez's (1998) teaching and learning cycle. The learners' understanding of the generic structure and its language features were analysed using pre- and post-instructional discussion genre essays and pre and post surveys. The results indicated that these teaching processes are implemented in terms of macro and micro scaffoldings. Macro scaffolding refers to the learning and teaching cycle, which has five stages in which learners can gradually learn the generic structure and the target genre's language features. Micro scaffolding refers to analysis of peer essays. The teaching and learning cycle and analysing peer essays enhanced the learners' writing performance such as schematic structures and understanding of the uses of modalities.

# Interests in reading in Italy, the USA and Japan: A replication study

Takayuki **Nakanishi**  
Dokkyo University

Extensive reading has been a topic of interest among English teachers as an alternative way of teaching and learning reading. In terms of extensive reading instruction, there exist various applications and styles that are called extensive reading. To select the right materials and volume of tasks and an appropriate teaching method for our students, we need to know our students, particularly their habits and attitudes towards reading. To investigate Japanese university students' reading habits and attitudes, the present study replicated a study of Crawford Camiciottoli (2001) using the questionnaire of the original study. Ro and Chen (2014) also replicated this study by applying it to participants in an ESL context, which provided us different insights into learners in various contexts. In line with the original study, descriptive statistics and multiple regression analysis were applied to compare the results with the other two studies. The results indicated that a good 'reader' of L1 can make a good learner of L2 reading, and lack of time was the most cited reason limiting extensive reading in all three studies. Similar results were obtained from the two EFL contexts, whereas participants with a positive attitude in an ESL context only tend to read more.

# **Self-access English learning packages for specific careers: Development and evaluation**

Pathamarat **Nakanitanon**  
Chiang Mai Rajabhat University

Nowadays, a lot of people in different careers are required to have at least English listening and speaking skills necessary for their work. Many of them, especially those within the EFL context, need to improve their English skills, and a large number decide to use self-access learning materials. Since adult learners have more motivation to learn something meaningful, development of the learning materials should also involve the learners' participation. This paper presents results of a research program aiming to develop seven learning packages of English listening and speaking skills for seven specific careers and to explore the learners' views on the packages. The stages of study included needs assessment, learning package construction, experiment and exploration of learners' opinions on the specific package they used. Throughout the stages, 885 participants from seven different careers in northern Thailand were involved, and seven specific learning packages were developed. Methods for data collection and analysis were specific for each career group. The results were that the participants found the specific package useful for their work. The implication of this research is that in order to develop appropriate tools to best suit adult learners, their participation throughout all stages of development is significant.

# **Enhancing learner's autonomy through partial-immersion English program in an Indonesian EFL context**

Imran,Nasmilah|Ermawati,Ermawati|Marliana,Rina

Theoretical and pedagogical arguments have supported that more exposure to English as the target language is highly recommended for EFL learners in an attempt to master both productive and receptive skills of the language. Yet, little has been done to scrutinize how learners' autonomy in such program is enhanced as this exposure is completely provided by the program organizers including the teachers and the administrators. Utilizing interview, FGD and observation, this qualitative study design investigated how learners' autonomy is promoted in a partial-immersion program involving university students from different study background. The research revealed that the most detrimental factors affecting learners' autonomy are among others, their study habit, family tradition, learner-learner interaction and learner-tutor interaction. Learners' Individual differences e.g., motivation, anxiety, personality and attitude are also influential but they are not reported as important influence on the way learners develop self-confidence to be independent/autonomous learners.

# Effects of blocking and interleaving on second language grammar learning

Tatsuya **Nakata** & Yuichi **Suzuki**  
Kansai University  
Kanagawa University

Cognitive psychology research has shown that interleaving, wherein learners practice multiple skills at once, facilitates learning more than does blocking, wherein learners practice only one skill at a time. Although the benefits of interleaving have been observed across a number of domains such as motor skill acquisition, category learning and mathematical problem solving (for a review, see Kang, 2016), little attention has been paid to the effects of interleaving for second language (L2) learning. To fill this gap in the literature, this study examined the effects of blocking and interleaving on L2 grammar learning. In this study, 115 Japanese EFL learners studied five grammatical structures from the English tense-aspect-mood system (simple past, present perfect, first conditional, second conditional and third conditional) under three conditions: blocking, interleaving and increasing (i.e. blocking followed by interleaving). Learning was measured through a grammatical judgement test administered immediately, and then one week after the exercise. Although interleaving led to the largest number of incorrect responses during training, it was more effective than blocking on a 1-week delayed post-test. This indicates that the advantage of interleaving extends to L2 grammar learning. Furthermore, the learners' level of prior knowledge was found to moderate the effects of interleaving.

# **The educational value of foreign language teaching in the context of Japanese elementary school education**

Junya **Narita** & Sien **Sakai**  
Atsugi Daini Elementary School  
Chiba University of Commerce

With the revision of the Course of Study in Japan in 2020, the English language will become a formal subject for fifth and sixth graders in Japan. Most elementary school teachers, however, still have a lot of anxiety about making lesson plans for the English language because many of them are not adequately trained for English teaching or do not have a certificate of English language teaching. In addition, they have only a vague understanding of foreign language teaching in the context of public elementary school education. Reviewing preceding studies and classroom practices, this study explores foreign language education suitable for the purpose of Japanese elementary school education, which identifies what teachers should do for achieving the purpose, and to propose practical support for elementary teachers so that they can make lesson plans for foreign language classes by themselves. Supporting them not only in a top-down fashion but also in a bottom-up fashion is required in order to develop teachers' potential to create foreign language teaching programs, which hardly focus excessively on skill acquisition and will contribute to the Japanese elementary school education.

# **The effectiveness of the fishbowl method on students' writing ability in narrative text**

Munawwarah **Nasrullah**, Syamsuduha **Suardi**, Satria **Syata** & Rosdiana **Ilyas**  
Muhammadiyah University of Parepare

The teaching method of the teacher at Junior High School 2 Tanete Rilau-Barru, Indonesia, was not really interesting for students. Thus, this research aims to find out whether the fishbowl method is effective for improving students' writing ability. It used an experimental method and the data was collected by using written test. In this case, a pre-test and post-test. The population of the research was second-year students, consisting of 25 students in academic year 2018. Meanwhile, the sample of this research was taken by using a purposive sampling technique and consisted of 25 students. The research findings indicated that the achievement of the second-year students of SMP Negeri 2 improved applying the fishbowl method. In content, the mean score of pre-test was 4.2 and that of the post-test was 8. In mechanics, the mean score of the pre-test was 4.47 and that of the post-test was 7.94. In conclusion, teaching writing through the fishbowl method was effective to improve students' writing ability in narrative text at Junior High School 2 Tanete Rilau-Barru. However, additional research is needed to contribute to the knowledge base of this method across disciplines.

# **Chinese university students and teachers: Digital literacies in and out of school**

Gretchen **Nauman**, Fulan **Liu** & Chunyan **Liu**  
Jiangxi Normal University

Digital literacies may refer to knowledge of how to use various digital tools, as well as the attitudes and practices that attend the effective use of these tools. There are many potential advantages to increasing the attention that digital literacies receive in EFL instruction: one immediate benefit is that digital spaces and tools may offer students increased opportunities for authentic English communication or at least for practising English autonomously. Developing digital literacies requires sustained effort for individual students and teachers, and for English language programs. Without a clearer understanding of students' and faculty's current digital literacies, it is difficult to know how to better utilise existent literacies and further develop others. This study surveys English major students in multiple classes and several grades to ascertain how literacy use develops during study. In addition, faculty members teaching English within the same college are surveyed to find their skills, attitudes and practices in using various digital media, so this study allows for an assessment of how teacher and student literacies align. In addition, selected teachers and students are interviewed, to reveal in greater detail how digital literacies are currently being used and how they may have developed to further English teaching and learning.

# **Acquisition of English cue strengths by Cantonese learners of English**

Chi Wui **Ng**

The Chinese University of Hong Kong

The competition model put forward by Bates and MacWhinney assumes direct form-meaning mappings signified by cues. The present study investigates acquisition of English cue strengths by Cantonese learners of English at distinct levels of English proficiency. Tests requiring participants to select agents of actions in 27 monotransitive sentences were distributed to 30 elementary learners, 20 intermediate learners, and 21 advanced Cantonese learners of English in Hong Kong. Inferential statistics comparing sentence interpretation strategies between Cantonese learners and native speakers of English suggest that the extent to which Cantonese learners of English acquire English cue strengths increases with their level of English proficiency, albeit there is a failure of advanced learners to fully acquire cue strengths of English; this concurs with findings of antecedent studies associating the competition model with second language acquisition, in that second language learners possess a tendency to transfer sentence interpretation strategies from their native language at beginning levels whilst exhibiting a combination of sentence interpretation strategies in both native and target languages at higher levels. Being a preliminary study, the present study is expected to lead to a larger-scale and more comprehensive one with a larger sample size, more authentic test sentences and involvement of online sentence processing.

# **Instruction on English tenses through systemic theoretical instruction and cognitive grammar**

**Chi Wui Ng**

The Chinese University of Hong Kong

The English tense system has been discovered to pose substantial challenges to second and foreign language learners in both morphological and semantic respects. For all the concurrence with Long's focus-on-form approach to grammar instruction, conceptualising grammar as rules of thumb dissociating syntax from semantics, traditional pedagogy capitalised upon for instruction on English tenses, videlicet processing instruction and collaborative output tasks, it is inadequate in providing learners with comprehensive, accurate or systemic knowledge of the tense system. The present classroom-based study investigates the application of an alternative pedagogical methodology integrating systemic theoretical instruction, which is grounded upon sociocultural theory and cognitive grammar, which is a branch of cognitive linguistics, to instruction on the English tense system. Four instructional sessions were conducted in an English language classroom in a Hong Kong secondary school; a pre-test and a post-test were administered to examine the efficacy of the pedagogy in ameliorating participants' grammatical performance and advancing their conceptual development of the English tense system; whilst an exit questionnaire was distributed and exit focus group interviews were conducted to explore participants' perceptions of the learning experience. Preliminary findings of the study will be presented and discussed followed by suggestions of some theoretical and practical applications.

# **Hong Kong primary English reading workshops: A discursive-critical analysis**

**Chi Wui Ng, Ling Suet Hui & Man Wai Leung**  
The Chinese University of Hong Kong

Reading workshops, which are grounded upon comprehension-based second language instruction, cooperative learning, and curriculum integration, are integral components of school-based primary English language curricula in Hong Kong aiming at equipping students with abilities to learn to read as well as read to learn. The entire colloquium is structured on the basis of a discursive-critical framework, which is derived from critical discourse analysis, and predominantly comprises three interrelated presentations. The first presentation, which is text analysis, aims at investigating the conceptualisation of reading workshops in the intended curriculum by means of the delineation of changes in philosophies and ideologies embedded within the depiction of English reading in official English language curriculum documents in Hong Kong since 2000. The second presentation, which is processing analysis, is intended to examine the realisation of the intended curriculum in the implemented curriculum through interpretation of the implementation of reading workshops in four local primary schools. The third presentation, which is social analysis, explores social and cultural dimensions of English reading workshops via explication of their formulation and implementation in relation to the Confucian-heritage culture, which is deeply rooted in Hong Kong. Implications for the promotion of a reading culture at school as well as second language reading instruction will eventually be provided.

# **Teaching English through text memorisation assisted by concordance enriched instruction to students**

King Hang **Ng**  
Beacon College

In recent years, text memorisation has been drawing increasing interest among Chinese scholars in second language acquisition (SLA) from a psycholinguistic perspective (Yu, 2014). It was found that memorising texts helps develop weak learners' motivation and build up their confidence, and provide language resources for them to overcome the failure to notice (Ding, 2007), given that SLA attaches much importance to noticing in the course of interaction and to using the noticed features in the learner's subsequent output. The knowledge of language has a dual nature: analytical and formulaic (Skehan, 1998). Through memorising texts, the formulaic aspect of language learning could be mastered to varying degrees, and it could also be a strategy for learners to learn the analytical aspect of English (that is, grammar), since memorising texts gives their minds something to work on, and eventually the texts may yield up both their grammar and meaning (Cook, 1994). Concordancers could follow to serve as assistant tools to help consolidate and expand their knowledge of selected words in the memorised texts. In this connection, this proposal is aimed to investigate the feasibility of combining text memorisation and concordancers to help secondary students of medium and low English proficiency improve their English writing.

# **Developing self-regulated learning strategies in the EAP writing classroom**

**Penny Ng & Justin Kwan**  
HKU SPACE PLK Stanley Ho Community College

Self-regulated learning (SRL) strategies could help students to boost self-efficacy, diminish anxiety and enhance learning outcomes in the EAP writing classroom. Through scaffolding students to develop and use appropriate SRL strategies, teachers could enable students to improve and manage their thinking process, affective state and learning behaviours by taking goal-directed actions towards acquisition of academic writing knowledge and skills in three stages; namely, forward planning, process monitoring and critical reflection. To effect improvements in students' writing performance, we used the action research method and introduced new instructional designs in different cycles to explicitly teach our students how to use SRL strategies in their learning process. It was found that after having used SRL strategies in their learning and writing processes, students were more intrinsically motivated, had higher self-esteem in using English for academic discourse, less writing apprehension and procrastination, and most significantly, reduced dependence on teachers for assistance with grammar, vocabulary and language mechanics. In the workshop, participants will share our action research method for improving pedagogical practice and innovative instructional design for teaching students how to apply SRL approaches to their learning of EAP writing.

# **Developing an ESP needs profile for Library and Information Science students**

**Nga Huynh Hong Ngo**  
Victoria University of Wellington, New Zealand

This study investigates the needs for English for Specific Purposes (ESP) of Library and Information Science (LIS) students and librarians. A questionnaire was designed and administered to a total of 185 pre-service and in-service librarians. Responses to the questionnaire were analysed both quantitatively and qualitatively. ANOVA analyses of quantitative data revealed that the perceived needs for English language skills of the two groups of participant librarians were quite similar, except for reading skill. The results of qualitative data analysis further indicated that the academic and occupational needs of the librarians and English for LIS students were very diverse since they perceived and used ESP in many different contexts of their jobs. The research findings suggested that the current courses in English for LIS did not meet the needs of the students because those courses could not help increase the students' learning motivation. As a result, this study provides ESP instructors in the field of LIS with a detailed ESP needs profile of pre-service and in-service librarians in order to set up clear goals, objectives and teaching strategies for their ESP courses. It also serves as a reference for updating and designing the syllabi of English for LIS.

# **Learner autonomy from language teachers' perspectives**

**Viet Nguyen**  
Ha Tinh University

Learner autonomy has been widely discussed in education generally and language education in particular. This concept can be regarded as important to investigate, especially in the context of language learning in tertiary settings, since a credit-based system is meant to promote autonomy on the part of learners. Although this concept could have been studied through various lenses, it is important to examine what language teachers think of learner autonomy, because teachers' beliefs about autonomy are likely to shape how they will train learners to become autonomous. This paper reports the beliefs of a group of university English language teachers about what they believed about learner autonomy in language learning, and what they have done to promote autonomy in their classes. Data were collected using narrative frames (Barkhuizen & Wette, 2008), asking the teachers to complete a series of sentence starters which directed them to express their beliefs and report their behaviour regarding this particular concept. One of the findings is that although the teachers desired to promote autonomy, their perceptions about the teacher's role are prevalent. The results will be discussed in light of sociocultural understanding of the context being studied.

# **Social dynamics in English pronunciation development in socioeconomically differentiated Chinese high schools**

**Yilu Nie**

The University of Hong Kong

Urban-biased governmental investment in education and regional disparities in socioeconomic advancement have resulted in unequal development of English language education, especially the development of English pronunciation, in different regions in China. In this paper, I present the initial findings of an ethnographic case study, which investigated the social complexities in English pronunciation development in two state-run high schools respectively in two socioeconomically differentiated regions in China, with a specific focus on the social and ideological constructions of English pronunciation in both schools. During the 2-month fieldwork respectively in each school, data were collected through participant observation, semi-structured interview, and document collection. Engaging with Bourdieu's theory of practice, the present study employed discourse analysis to examine how student identity was constructed in English pronunciation development, how students' and teachers' perceptions of pronunciation development served as both a 'structured structure' and a 'structuring structure' in the field in which they acted, and how the structure of the field was reproduced or negotiated in their practices around pronunciation development. This study is expected to provide insights on how more space might be created for students to develop English pronunciation at school and how social dynamics seep into English pronunciation development, especially in Expanding Circle contexts.

# **International joint supervision: A breakthrough to promote effective master's thesis writing**

Noer Doddy **Irmawati** & Kasiyarno **Martosentono**  
Associate Professor

The collaborative partnership between UAD Yogyakarta, Indonesia, and more than 124 universities abroad has provided its master's students with joint degree or joint supervision without needing to leave their hometown for such a long time, and it is very meaningful for master's students. Joint supervision of thesis writing enables them to conduct their research under the supervision of two master's thesis guides: one at UAD and another one at USANT. This study investigates the effectiveness of joint supervision in pedagogical terms, i.e. supervision meeting students' needs during the process of writing a thesis, and at the same time improving students' writing and communication skills and employability as well as strengthening links between teaching and research. The data were gathered through a questionnaire administered to 20 master's students of English Language Teaching who had joint supervision with Saint Antonio University, Philippines. The findings indicate that students learn more from joint supervision than from single supervision at UAD. Students' writing and communication skills improved significantly. Challenges concern both students' writing errors and supervisors' expertise. An interesting perspective is the management of time and good cooperation between students and supervisors.

# Effects of reciprocal teaching ‘forming questions’ on Japanese English learners’ text comprehension

Sachiyo **Nomura** & Atsuko **Ueda**  
Kochi University  
Ibaraki University

This study examines the effects of forming questions of Reciprocal Teaching (Palincsar & Brown, 1984) to Japanese learners’ text comprehension. Reciprocal Teaching is a combination method of reading strategies and collaborative learning. A questionnaire was administered to 69 university students who read a text by forming questions, which one of the strategies of Reciprocal Teaching, to investigate how they read with forming questions and what they thought about collaborative learning. The results indicated that forming questions required learners to work global strategies, added a cognitive burden and gave them self-efficiency. In addition, collaborative learning provided them opportunities to ask or answer questions in the group and to monitor their comprehension through discussion. It also gave them responsibilities as group members and eased their anxiety. Moreover, a text comprehension test was taken by two groups of 43 university students. One group formed questions based on the text with group discussion, and the other did it with no group discussion. The results showed that learners with group discussion got higher scores. These findings show that forming questions of Reciprocal Teaching promotes reading comprehension for Japanese English learners, and the combination of strategy of forming questions and collaborative learning has strong effects on learners’ reading comprehension.

## Oral communication strategies training for pre-service English teachers

Rachmawaty **Noor**, Syamdianita, Iswari **Weningtyas P.** & Ariani **Setya**  
Mulawarman University

Communicating in English is a complex multifaceted skill, therefore it is necessary to consider action to help students improve their oral communication skills. This study is aimed at developing the oral communication performance of the pre-service teachers in an English department by applying oral communication strategy training which is integrated in the Speaking class. The results show that before the training, *message reduction* was mostly used while *social-affective* and *attempt to think in English* were the least used strategies to deal with speaking problems.

Meanwhile, after the training, *non-verbal strategy while speaking* was frequently used by the students. *Message abandonment* became the least used strategy after the training was implemented. In dealing with listening problems, before the training, *non-verbal strategies while listening* was mostly used while the least used strategy was *getting the gist*. After the training, *word-oriented* became the most frequently used strategy, while *fluency-maintaining strategies* were the least used. In addition, the analysis of students' speaking before and after oral communication strategy training was found to be significant: ( $t(26) = -5.078, p < 0.01$ ). Meanwhile, repeated-measures t-test results on students' oral communication strategies use were insignificant ( $t(26) = -1.912, p > 0.05$ ).

# **Designing local-culture-based reading materials with comics**

**Dewi Novita**  
Tanjungpura University

This study explores local culture stories and local wisdoms to design English reading materials for secondary school students of West Kalimantan, Indonesia. The English teaching which connects the students with their own culture will help the students to be familiar with English and also strengthen their own culture identity. Yet, the vast development of technology and communication have made the popularity of global culture outperform other cultures for the students in Indonesia and many other parts of ASEAN. This study concerns the promotion of local cultures in the teaching of English in order to preserve and create a better appreciation by the students of their own culture values. With R and D, the study designs reading materials in form of comics which are believed to be more enjoyable for the learners of the 21st century to read and comprehend. The culture being emphasised is the culture of West Kalimantan with its local legends and local wisdoms. For teachers and researchers, this project will provide a practical framework for designing English reading materials with local culture values.

# **The degree of reflectivity in daily journals of Certificate of English Language Teaching to Speakers of Other Languages (CELTA) participants**

Ophelia Elisa **Novita**  
Indonesia University of Education

Reflective thinking can be beneficial in aiding one's learning process. The benefits of journal writing as a means of reflective thinking, along with the limitations of it, have been mentioned in numerous studies. However, not a lot has been done to discover the degree of reflectivity of these journals and whether writers find these helpful in undertaking their course. This study was conducted to find out the content and the degree of reflectivity of the journals written by participants of the Certificate of English Language Teaching to Speakers of Other Languages (CELTA) course, and whether participants find this experience useful. A qualitative method through document analysis and written standardised open-ended interviews was used. It was found that the content of the journal was mostly procedural instead of reflective, and that the participants felt it was useful to an extent. However, this experience could be made better with some guidance from the tutors initially, and different types of reflective tools could be employed to cater for participants' different preferences.

# Creating corpus-driven vocabulary assessments using self-compiled learner corpus

Tri Nuraniwati  
Universitas Gadjah Mada

Gadjah Mada Corpus of Student Final Papers (GAMACOSFIP), which is accessible online through [gamacosfip.com](http://gamacosfip.com), is a self-compiled mini corpus collected from the final papers of students of Vocational College Universitas Gadjah Mada. Still in its initial development, the corpus currently consists of 100 papers with approximately 700,000 tokens. The preconceived idea of developing this learner corpus is to accommodate both data-driven language learning and research. However, since the size of GAMACOSFIP is still relatively small compared to other established learner corpora, it is currently functioning as a lexical resource for students, especially for parts of speech and collocations queries. To foster a serious learning environment, the query is deliberately assigned in a blended-learning situation where in-class vocabulary learning is combined with out-of-class online learning. The assessments are given to first-year English major students taking an intermediate reading class. The lessons and assessments are designed by adopting sample lessons by Erin M. Shaw in her book *Teaching Vocabulary Through Data-Driven Learning* and by Anderson and Corbett in *Exploring English with Online Corpora*.

# **Teachers' beliefs and practices in teaching reading at Islamic secondary schools in Indonesia**

**Joko Nurkamto**  
Universitas Sebelas Maret

In the context of English language learning in Indonesia, the teaching of reading holds a highly strategic position because the ability to read English texts becomes the main access to obtaining knowledge. Regardless of this, we have witnessed the fact that the teaching of reading has not yet been implemented in ways that are able to develop the reading ability of students. Therefore, this paper will explore teachers' beliefs and practices in teaching reading in secondary schools. It focuses primarily upon how teachers view reading lessons in relation to the overall teaching of English. Additionally, the paper will also talk about how the teaching of reading is enacted. To investigate these issues, a document analysis, participant classroom observation, personal in-depth interviews, written guided reflections and focus group discussions will be deployed to capture English teachers' beliefs, needs and practices. A number of senior Islamic secondary school English teachers from various provinces in Indonesia will participate in this explorative case study. The benefit of this research is to chart the performance of teaching reading and the teachers' needs for strategies of teaching reading, as a foundation for designing reading lessons that are able to develop students' reading ability.

# **Ten most difficult English grammar items for first year Indonesian university students**

**Ari Nurweni**  
Lampung University

This article presents the 10 most difficult English grammar items faced by first-year Indonesian university students and the explanation why they are difficult. The study was conducted with 140 first-year students of a state university in Lampung, Indonesia. The 140 subjects were randomly sampled from 700 first-year students of the state university. A TOEFL® ITP test (Part 2: Structure and Written Expression) published by IIEF (International Indonesian Education Foundation) (2016) was administered to the subjects to know their English grammar mastery. To find out the explanation for the difficulties a vocabulary level test (Nation, 1990) was administered to them, and the lexical density and the syntactic complexity of each of the grammar items as well as their vocabulary coverage were analysed. The data were analysed quantitatively and qualitatively. The results of the analyses found the 10 most difficult English grammar items met by the subjects. The explanations for why those grammar items were the most difficult and the implications are also elaborated.

# **A comparison of corpus-derived phrase lists for English for Academic Purposes**

**David Oakey**  
University of Liverpool

Several studies over the past decade have produced lists of phraseological forms, backed by large-scale corpus evidence, which are intended for application to English language pedagogy in academic contexts. New terms have been coined for these forms and existing terms have been appropriated: 'lexical bundles' (Biber et al., 1999; Hyland, 2008), 'collocations' (Durrant, 2009; Ackermann & Chen, 2013), 'academic formulas' (Simpson-Vlach & Ellis, 2010), 'multi-word constructions' (Liu, 2012), and 'phrasal expressions' (Martinez & Schmitt, 2012). Few authors of such lists are themselves currently practising language teachers, however, and guidance for pedagogical implementation of these forms is patchy at best. This paper consequently aims to ease the load for teachers of academic English by clarifying this recent work on phraseological items. It reviews and compares these lists using a framework which draws on lexicography, lexicology and usage-based linguistics (citations omitted) to highlight syntactic, pragmatic, semantic, lexical and methodological differences. It then discusses how serious these differences are likely to be in practice for English language learners, and suggests a data-driven learning approach for teachers to help their students contextualise such items.

# **Aligning global EAP with the local context: Noun phrases in Gaokao and EAP materials**

**David Oakey**  
University of Liverpool

English medium of instruction (EMI) universities have proliferated in China over the past 10 years. This growth in locally based Sino-foreign institutions has given rise to studies exploring students' transition from high school to university in terms of their intercultural experiences and self-reflections on their academic journey (Skyrme & White, 2011; Evans & Morrison, 2011; Li & Ruan, 2015). However, less research has been conducted on the linguistic differences between the English that students learn at high school and the English for Academic Purposes (EAP) they need to be able to use at an EMI university. This paper therefore complements studies of the student experience by comparing texts on first-year university EAP courses with texts students are familiar with from high school. The paper will focus on noun phrase complexity, since this is a common feature of academic discourse (Biber et al., 1999; Biber & Gray, 2010), which has long been known to cause difficulty for learners of academic English (Cohen et al., 1979; Oakey, 2005). Results presented reveal a misalignment between the high school (local) materials and what is necessary to study EAP (global) materials. Implications for designers of materials for both high school and university students will be discussed.

# How to integrate 21st-century skills into teaching EFL with ICT

Hiroyuki **Obari**  
JACET

The aim of this study is to explore the integration of 21st-century skills into teaching EFL with ICT. This study suggests that integrating flipped learning with 21st-century skills may be an effective approach to improving the learners' language proficiency. The study began in April 2017 and ended in January 2018, targeting 23 Japanese undergraduates. The students were exposed to the following training: (1) viewed online TED Talks and MOOCs using iPads, wrote a 300-word summary and shared their works on Facebook, and discussed their summaries with native speakers of English from the USA ; (2) summarised the book of 21st-century skills as a group of 5 students, and presented the main points with iPads; (3) used online ATR CALL Brix for learning TOEIC; (4) and visited Singapore to interact with NUS students for the language exchange. The results of the study revealed that the training program had assisted the students in improving their English proficiency from A2 to B1 and acquiring the 21st-century skills through collaboration with ICT and mobile technologies during the 10-month period. Additionally, pre-and post-questionnaires were administered to the students at the beginning and the end of the training period to help evaluate the effectiveness of the program.

# The effect of joint seminar between AGU and NUS

Hiroyuki **Obari** & Wai Meng **Chan**  
JACET

This presentation looks at an international language exchange programme comprising a joint bilingual seminar between EFL students from Aoyama Gakuin University and Japanese language students from the National University of Singapore. It also reports a mixed-method study on the effect of this programme on the intercultural development of the AGU participants. The findings from the analysis of the quantitative and qualitative data collected suggest that the programme had, in general, a positive impact on the development of the students' intercultural competence – in particular, in fostering a stronger critical cultural awareness as well as more open attitudes and greater tolerance towards other cultures and cultural differences. AGU third-year seminar students ( $N=26$ ) took a TOEIC test four times to check their progress in English proficiency. They made much progress from the mean score of 677 (SD, 124) = SEFR A2 to 748 (SD, 99) = SEFR B1 over the 10-month instruction of my seminar class. Improvements in the TOEIC score could be compared between before and after the seminar trip to NUS. The mean TOEIC score improved from 719 (SD, 131) in July to 739 (SD, 106) in September after they took part in the joint seminar between AGU and NUS.

# Language tests in the news: How to deal with them critically?

Masaki Oda  
Tamagawa University

In recent years, ELT policies in Japan have gone through several major revisions. Each time a policy is revised, policymakers make their best effort to legitimate the new policies and convince the general public to accept them. In so doing, standardised tests scores are often cited as supporting evidence, which is often strong enough to convince the general public. However, we later realise that the ELT policies are made and revised without considering the actual learning which takes place at schools. This paper discusses the proposed reform of the college entrance examination in Japan which involves the use of standardised test scores as a credential for college admission. The reactions of academics and the general public that appeared in mass media will be analysed focusing on the processes and strategies the Japanese policymakers utilise in order to legitimate policies, and the degree of access to information available to the parties involved, including the learners and the teachers. The presenter warns the policymakers that they should not attempt to implement policies without careful preparation. In addition, ELT professionals need to deal with the discourses of standardised tests properly in order to critically interpret them for the benefit of the learners.

# What the Asian Expanding Circle can learn from bilingual education in Europe

Setsuko Oda  
Kinjo Gakuin University

In this presentation, I will discuss implications of bilingual education practice at the secondary level in Europe, for its counterparts in the Asian Expanding Circle (Hino, 2016) such as Japan, which shares the EFL (English as a foreign language) situation with Europe. In comparison with similar institutions in the Asian Expanding Circle, significant differences were found in the two bilingual education schools in the Netherlands which I observed in 2015, regarding teacher employment policies and language attitudes. In the Dutch schools, the teachers were mostly local, teaching content subjects in what may be called 'Dutch English' in the World Englishes paradigm (Kachru, 1985), while in the Asian Expanding Circle native speakers of English are preferred by schools. Also, in the former, students talked among themselves in Dutch outside of classes, whereas in the latter students are often discouraged from talking in their native language even outside of classes. The practice in the Netherlands is more compatible with the recent stance of ELF (English as a lingua franca), with its positive attitude towards the use of the native language (Jenkins, 2015). In sum, Asia should be more confident of its own linguacultural background (Hino, 2009) even in bilingual education.

# Can college-level English courses help reduce EFL learners' public speaking anxiety?

Yasuko **Okada**, Takafumi **Sawaumi** & Takehiko **Ito**  
Saitama Women's Junior College  
Ryutsu Keizai University  
Wako University

Learning how to design and deliver a speech in a native language context may reduce public speaking anxiety and increase feelings of confidence. This pilot study examined the effects of group instruction on delivering a speech in courses for English as a foreign language (EFL). Participants were 62 Japanese EFL learners in four different university-level EFL classes during Fall 2017. In the treatment group ( $n = 19$ ), students were taught how to design a speech and were asked to deliver two or three speeches during the semester. In the control group ( $n = 43$ ), students were taught such language skills as reading and listening rather than public speaking. McCroskey's Personal Report of Public Speaking Anxiety (PRPSA) was then administered and analysed, using a mixed-design ANOVA, for comparing class beginning and ending scores from the two groups. Pedagogical implications for public speaking instruction include the desirability of emphasising the importance of opportunities for students to deliver a speech multiple times in the course, thus reducing speaking anxiety.

# **The effect of nonnative-accented English on Japanese English learners' listening comprehensibility**

Takuya **Okuse**  
Hiroshima University

This study aims to clarify the effect of nonnative-accented English on Japanese English learners' listening comprehension. Nowadays, there are more non-native English speakers than native speakers in the world. However, for education in Japan, native English is still preferred and teachers rarely use nonnative-accented English materials in classrooms. As a result, there is a huge gap between the real world and classroom English, which causes learners serious difficulty in communicating outside the classroom. Thirty Japanese English learners were arranged into three groups of 10 according to their English proficiency to analyse whether high proficiency leads to better comprehension of nonnative-accented speech. They listened and transcribed three speeches produced by an American, a Spaniard and a Chinese person. The comprehensibility was scored on the basis of exact word matches. The obtained results showed a significant effect of non-native accent on the listeners' comprehension. Listeners comprehended American English most accurately, Chinese second-most, and then Spanish. Even the highly proficient group had difficulty with the nonnative-accented speeches. Consequently, this research implies the limitation of English listening instruction using only native English speech. To better prepare for international communication, Japanese learners need to be exposed to non-native English speech as well as native English speech.

# Teacher self-efficacy and instructional speech

Akihiro Omote

Nishogakusha University

Teacher self-efficacy (TSE) is a principled belief about how much a teacher efficaciously affects learning. The belief has an effect on teacher's instructional speech (IS; i.e. the first language use and the target language use), which is caused by socio-cognitive sources such as mastery of goal, or student feedback (Omote, 2017). In language teaching, however, few investigations have been conducted into TSE and the relevance of IS to TSE. The present study investigated the connection between TSE and IS using mixed methods: (1) comparison of a survey about TSE (300 elementary and secondary school teachers in Japan) with observations of 4 secondary teachers' practices regarding IS (Japanese/English), and (2) semi-structured stimulated recall interviews with these teachers. The results revealed that TSE seemed to self-regulate IS in response to students' feedback, and that teachers opted to take advantage of being efficacious at a certain moment of classwork activity, followed by over-reliance on the first language. More discussion is needed to enhance the effective use of IS (e.g. how to reduce the first language use) in terms of the maintenance of TSE in the language classroom.

# **Evaluating an online reading aloud tool: J1 Adelaide students' views on using Fluency Tutor for reading aloud tests**

Shyne Ching **Ong** & Yu Chi **Wu**  
Hin Hua High School

Reading aloud is included in the teaching and learning of English in Hin Hua High School. However, conducting it in class can be very difficult as it increases students' anxiety and is time-consuming. To conduct reading aloud more effectively, Fluency Tutor was introduced. This action research is aimed to evaluate an online reading tool called Fluency Tutor and find out how students felt about using it to do reading aloud tests. The subjects were 35 Junior One students. A questionnaire and interviews were used to collect their feedback. The research findings revealed that most students had positive perceptions of the reading tool and found it useful in helping them to read more confidently, reduce their anxiety level and expand their vocabulary bank. The subjects also showed keenness to use it for future reading aloud practices. Other than that, they also highlighted some problems such as faulty hardware when using Fluency Tutor. Taking these comments into consideration, recommendations are made for future improvement.

# **‘Authenticity’ of ELF assessment: Adopting ideas from JLE**

Yuma **Ono**  
Tamagawa university

This paper will discuss assessment in ELF-informed classes with special attention to correction. In so doing, I will refer to the assessment utilised for the instruction of *kanji* [a Chinese character used in Japanese writing] in Japanese language education (JLE). In 2016, the Japanese government established the standard of correct and incorrect forms in *kanji*. The new standard has broadened the scope of correction considering the diversity of the students’ handwriting styles. Most teachers had regarded small mistakes in *kanji* as incorrect until the standard was established. Too much correction of form by teachers would negatively affect students as they feel unpleasant and thus lose motivation. However, establishment of the new standard has helped the learners gain confidence. In this paper, I would like to suggest that this idea for correction in JLE should be adopted for ELT and consider the possibility of rubric in ELF. If the scope of correction were broader, it would help students gain confidence in English. This would be particularly effective in ELF-informed classes, as pragmatic aspects are more emphasised in these classes. In other words, ELT professionals should revisit the notion of ‘authenticity’ and thus the assessments and corrections should be redefined accordingly.

# Japanese elementary school teachers' reflective practice in teaching English

Yukako **Otsuki**

The State University of New York at Buffalo

This study investigated Japanese elementary school teachers' reflective practice in teaching English. Reflective practice, based on a constructivist view, encourages teachers to reflect on their practice to develop their profession (Crandall, 2000). It was further proposed in the Japanese elementary school context as a way for teachers to critically think about their teaching and break feelings of inferiority about their English (Otsuki, 2010). However, according to Griffiths (2000), because reflective practice originated in North America and the United Kingdom, teachers in other places struggle with integrating it. Although Mann & Walsh (2017) insisted on the necessity to understand reflective practice in context, no study has considered this point. Therefore, this study explored how Japanese elementary school teachers implemented reflective practice in their context and how it worked to break feelings of inferiority. A case study with two elementary school teachers at different schools in Japan conducted focused observations (Spradley, 1980) and in-depth interviews (Seidman, 2013). The findings indicated that the teacher with a varied experience of learning and teaching English conducted a more critical reflective practice and exhibited fewer feelings of inferiority than the other. This result provides us with implications for encouraging reflective practice in effective teacher education.

# Analysis of learner-corpus data based on the dependency-grammar formalism

Masanori Oya  
Mejiro University

In theoretical linguistics, dependency grammar has been relevant to researchers because of its flexibility and compatibility to computation (e.g. Osborne & Kahane, 2015). This study applies the dependency-grammar formalism to sentences in the essays of the International Corpus Network of Asian Learners of English (ICNALE). This is an attempt to explicate certain differences in the use of dependency types (types of relations between words in a sentence, e.g. predicate-argument relations, modification, or coordination) of written production data of non-native speakers of English (NNSE) and native speakers of English (NSE). After all the sentences in each of the subcorpora of the written version of ICNALE were parsed by Stanford Dependency Parser (De Marneffe, MacCartney, & Manning, 2006), the parsed output is employed as data to calculate the *type per sentence* (TPS; Oya, 2016) of each dependency type. It is assumed that a higher TPS of a dependency type in some sub-corpora compared to lower TPSs of the same type in other sub-corpora reflects an aspect of syntactic difference in the sentences across these sub-corpora. Results show that several dependency types (adjectival modification, subject, adverbial clause, clausal complement) in NSE have TPSs higher than those in NNSE.

# The status quo of tertiary-level English teachers in Japan

Naoko **Ozeki**, Hisashi **Naito**, Masako **Terui**, Masanori **Oya** & Naoko **Osuka**

Meiji University

Hokkai-Gakuen University

Kinki University

Mejiro University

A special committee of JACET (Japanese Association of College English Teachers) investigated the current situation of tertiary-level English teachers. In total, 865 teachers responded to the survey. In comparison to a similar survey in 2003, the results indicate significant changes. For instance, the number of teachers who have obtained a doctoral degree has increased to 46.7% in 2017 from 10.1% in 2003. On the other hand, the number of tenure-track teachers has decreased. Furthermore, there has been an increase in the number of contract teachers, a situation that did not exist in 2003. Working conditions have deteriorated, as teachers are required to achieve unrealistic objectives in English education and deal with additional responsibilities such as the preparation and supervision of the entrance exams and international exchange. There has also been an increase in class size yet at the same time a reduction in the number of English classes. One reason for these significant changes is the financial difficulties of private and public universities. Another reason is the greater institutional autonomy of the university administration as sanctioned by the Ministry of Education.

# **Intersubjectivity construction of metadiscourse in corporate social responsibility reports: From the philosophical perspective of communicative action theory**

Jiejing Pan & Wenzhong Zhu

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Guangdong University of Foreign Studies School of Business

Based on the philosophical communicative action theory (CAT), this study examines metadiscourse use in a self-built corpus of corporate social responsibility (CSR) reports of American financial enterprises, aiming to shed light upon the connection between metadiscourse and the universal validity claims (UVC) required by communicative action so as to provide linguistic proof for intersubjectivity construction. The findings are as follows. First, all metadiscourse categories appear in CSR reports with distinct frequency differences. Second, whether metadiscourse can fulfil the UVC directly affects the construction of intersubjectivity, and the extent to which they fulfil the claims depends on their functions in the discourse. Third, a distinction can be made between 'strong intersubjectivity factors' and 'weak intersubjectivity factors' according to the number of claims the metadiscourse can fulfil. The metadiscourse categories with the highest frequencies happen to be strong ones, which construct the intersubjectivity of CSR reports effectively. This study enhances the explanatory power of the CAT and deepens people's understanding of the nature of metadiscourse in business discourses; in particular, CSR reports. In practical terms, it enlightens enterprises and their stakeholders in writing and interpreting CSR reports, respectively, so that their functions of information communication, public relations maintenance and marketing can be better realised.

# **Approximation paths for learning to teach EFL/ESL learners using a task-based methodology**

May **Pang**

The Education University of Hong Kong (Retired)

The task-based approach for EFL/ESL teaching has dominated the field of methodology training in teacher education for decades. Despite promising discussions in the literature for effectiveness of communicative learning of a second or foreign language, research in related teacher education has revealed clear challenges for novice teachers to learn to use such an approach for EFL/ESL teaching. As informed by the emergent wave of developing practice-based teacher education around core practices, this presentation offers a renewed perspective for methodology training. It first proposes an EFL/ESL teacher education curriculum framework around five core domains of practices relating to provisions of input, explicit teaching, interaction, output and feedback. It then suggests approximation paths in supporting novice teachers in developing basic competences in teaching using a task-based approach. These paths not only incorporate novices' preconceptions for EFL/ESL teaching, they also offer systematic building of foundations as basic skills in the novices' development of professional competence as adaptive expertise. A framework of core EFL/ESL instructional activities will also be compiled for the teacher education classroom. It is believed that such a practice-based teacher education curriculum framework can better prepare novice teachers in mastering task-based language teaching as much discussed in the EFL/ESL theories.

# **Expanding CPD through online communities of practice: Issues and challenges**

Marla **Papango**  
Philippine Normal University

In recent years, the importance of CPD has been underscored given the widening gap in the content knowledge and skills of in-service language teachers and the needs of their students. Likewise, the 21<sup>st</sup>-century demand to enhance students' critical thinking, communication and collaboration necessitates that language educators constantly update themselves on the latest research and best practices in language and pedagogy. This paper analyses various opportunities for continuing professional development (CPD) and the many strategies for establishing and maintaining a space for communities of practice (CoP) through online platforms. Junior and senior high school teachers from both public and private schools in key regions in the Philippines provide insights to the present research. By surveying online sites frequented by language teachers for CPD purposes and the various strategies they engage in to maintain a community of practice, this study explores CoP strategies that work for Filipino language teachers. Such strategies may also be adopted or adapted in other contexts in the Asian region.

# **The effects of collaborative learning with international students on Korean EFL students' intercultural communicative competence**

**Boonjoo Park**  
Daegu Catholic University

This study investigates the effects of the collaborative work of Korean EFL university students and foreign exchange students with various cultural backgrounds on Korean EFL students' intercultural communicative competence. Seventy-three university students participated in this study (35 in a control group and 38 in an experimental group). Chen and Starosta's (2000) intercultural sensitivity scale was implemented to measure EFL students' intercultural communicative competence through a pre- and a post-test. The data analysis was focused on five areas: interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment and interaction attentiveness. The results showed that collaborative work with foreign exchange students in class helped Korean EFL students improve their intercultural communicative competence, showing significant main effects on the five areas overall.

# **Insights from instructed SLA: Techniques that encourage learner noticing**

Eun Sung **Park**  
Sogang University

Instructed second language acquisition (ISLA) is a subdomain of second language acquisition which specifically focuses on the instructional aspects of SLA. A major research agenda in ISLA concerns how to effectively direct learners' attention to certain aspects of L2 input – widely known as 'focus on form.' This workshop will introduce some fun and useful 'focus on form' techniques that can promote learners' attentional processes to help them notice certain aspects of the L2. Theoretical underpinnings as well as practical techniques will be introduced to illustrate how to manipulate the L2 input, how to alter learners' processing tendencies and how to use learners' own output to help them focus on form.

# Effects of images and context on EFL learners' acquisition of phrasal verbs

Hyangsook **Park** & Mi-Suk **Seo**  
Kyungpook National University  
California State University, Sacramento

This study investigates the effects of images and context on EFL learners' acquisition of phrasal verbs (PVs). Twenty-five Korean college students were asked to learn three sets of 10 PVs through two 30-minute study sessions in three different conditions: Images with Korean/English glosses (I); Discourse Context with Korean/English glosses (C); and Discourse Context and Images with Korean/English glosses (CI). The learning effects were measured through two types of tests (i.e. receptive and productive) at two different times (i.e. immediately after and one week later). The results showed the following: (a) students received significantly higher scores on receptive tests than on productive tests; (b) there was no significant difference among the three conditions on productive tests; and (c) there was a significant difference among the three conditions on both of the receptive tests – the scores in the I condition were significantly higher than those in the C and CI conditions. The study confirms the beneficial role of images in language learning (Clark & Paivio, 1991), and it also suggests that providing discourse context may reduce attentional resources available for the target items and thus may not be as effective as imagery support for the short-term development of receptive knowledge or form-meaning mapping.

# **Korean university students' perceptions of a short-term overseas cultural exchange program**

Joo-Kyung **Park** & Miryung **Kim**  
Honam University

Studies show that overseas immersion opportunities positively affect second language development. Short-term programs provide significant exposure to the target language and culture for the participants and motivate them to further develop their intercultural communication skills. However, there has been some criticism that not all participants take full advantage of the opportunities provided for different reasons, wasting their time and money. The purpose of this study is to explore how a short-term overseas cultural exchange program affects Korean university students' understanding of English as a lingua franca (ELF), intercultural communication and English language development through their own perceptions. Twenty Korean students participated in a 5-day pre-departure workshop and a 5-day cultural exchange program held in Singapore. Both qualitative and quantitative data were collected from student journals, a questionnaire survey, student interviews and the observation notes taken by the researchers who designed and participated in the program. The results show that being immersed in an ELF context and using English for self-directed, meaningful purposes had positive effects on the participants' perceptions of the program as well as English language learning and use. Some suggestions were made for a future direction of more 'empowering' short-term overseas cultural exchange programs.

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# **Effects of subtitled movies on learners' productive and receptive vocabulary and attitude**

**Mae-Ran Park**  
Pukyong National University

The current study investigated the effects of subtitled movies on learners' productive and receptive vocabulary and their attitude towards learning. The participants were 117 students from a local university in Korea, consisting of 47 male and 70 female students from diverse disciplines. They were divided into the explicit teaching group, the implicit teaching group and the control group. Before the semester, the researcher administered a questionnaire survey on their general English learning habits and a vocabulary size test, which was created after extracting 24 words from the movies used during the semester and required the participants to supply the meaning translation and sentence construction for each target word before and after the semester. The findings from the study are as follows: First, with regard to the task with receptive vocabulary, the results from the vocabulary tests of the explicit and implicit teaching groups were proven to be statistically significant, but with regard to the task with productive vocabulary, the test results of the explicit teaching group demonstrated statistical significance. Second, comparing the results of the pre-test and post-test of all three groups, only the implicit teaching group showed statistical significance. Insights from the findings will be discussed.

# **Impact of a collaborative digital storytelling program using a story platform**

Punahm **Park**  
Seo Kyeong University

This study investigated the impact of a collaborative digital storytelling program utilising a story platform for Korean primary school EFL students. In order to analyse the language improvement and students' perceptions of the collaborative digital storytelling approach employing a story platform, the researcher developed and implemented a 15-week storytelling English program and administered pre and post questionnaires and pre and post English proficiency tests to 22 students. For the in-depth research, she observed the students creating their digital stories in the class and interviewed the students concerning their experiences of using a story platform. The results showed that there was a statistically significant improvement in the reading and writing skills. Overall, the questionnaire and interview data revealed positive perceptions of utilising the digital story program. By utilising the story platform, the students not only enhanced their interest in stories but also expended collaborative creativity through making their own English story. The findings indicate that the students had positive perspectives towards the digital storytelling program, especially regarding collaboration and creativity. The students' collaboration on creating the digital story was supported with the help of the well-integrated digital story platform and the teachers' feedback.

# **Podcasts as a means of promoting digital literacy and enhancing motivation**

**Martin Parsons & Larry Walker**  
Hannan University  
Kyoto Prefectural University

In Japan, most students study English for several years but have little opportunity to use English outside the classroom. Additionally, many Japanese learners of English find themselves in teacher-centred learning environments, often lack motivation and are passive in class. Podcasts have become an important and popular form of communicating information in the modern digital era, but remain almost unknown in Japan. We hypothesise that podcasts are a potential form of expression that would give students a chance to develop and speak on topics of their interest in an organised format using easily available technologies. As such, podcasts may represent a hitherto untapped source for enhancing digital literacy, motivation and English language production skills among Japanese university students. In this presentation we explore the potential for podcasts in the second or foreign language setting, and discuss the initial results and reactions of university students to a project investigating the possible value of podcasts as a means of promoting English language learning and enhancing motivation and digital literacy.

# **Telling inspirational experience to improve student's speaking ability based on personality types**

Fitri Karimah **Pasaddai**, Sitti Zainab **Mukhtar** & Adriyani **Syharuddin**  
University of Muhammadiyah Parepare

Students have different scores in speaking. Some aspects can affect student's ability to speak including lack of vocabulary, lack of grammar, fluency, comprehension and pronunciation. Furthermore, personality type can affect students' ability to speak due to their weaknesses and strengths within themselves. The objectives of this research were to find out whether telling inspirational experience as a method can improve the students' speaking ability that consists of grammar, vocabulary, fluency, pronunciation and comprehension, and to find out the type of personality that has the highest score in speaking. This research used pre-experimental design using cluster random sampling as the sampling technique. The chosen sample was the second year of exact eight from SMA Negeri 1 Pinrang in academic year 2015–2016. The data of speaking were collected by using a speaking test analysed through SPSS 16 and a personality assessment using the personality inventory of Florence Littauer. After conducting eight times treatment using different themes of inspirational experience, the result of pre-test and post-test showed that there is significant difference between pre-test and post-test. Then, after conducting personality inventory, by adding up the weaknesses and the strengths of the students, it was found that the highest score of speaking was obtained by Melancholy.

# **Metacognitive awareness of reading strategies among prospective EFL teachers**

Gemma **Pascual** & Ferdinand **Bulusan**  
Cagayan State University  
Batanes State College

This study generally aimed to determine the metacognitive awareness of reading strategies of the prospective EFL pre-service teachers at Cagayan State University. Specifically, it aimed to find out the personal and home-related profiles of the prospective EFL teachers, the difference of their metacognitive awareness of reading strategies when grouped according to profile variables, and the relationship between the metacognitive awareness towards reading strategies of the EFL prospective teachers and their select profile variables. The study used the descriptive correlational design. Data were collected through a questionnaire adopted from the Metacognitive Awareness of Reading Strategies Inventory (MARSII) developed by Mokhtari and Reichards (2002) from the 426 purposively sampled prospective ESL teachers at Cagayan State University school year 2016–2017. Data were analysed using descriptive and inferential statistics. The prospective ESL teachers were very aware of their metacognitive reading strategies. They usually used the global, support and problem-solving metacognitive awareness reading strategies while reading texts. The metacognitive awareness of reading strategies of the prospective ESL teachers differed when grouped according to mother's occupation. Prospective ESL teachers' exposure to media significantly affected their metacognitive awareness of reading strategies.

# **Using songs to develop phonemic awareness among Filipino struggling readers**

Michelle **Paterno**  
Ateneo de Manila University

Phonemic awareness, the ability to 'hear' and distinguish between phonemes in words, is an important foundation skill for literacy development (McKenna & Stahl, 2009; Mariotti & Homan, 2005). It is the building block for eventually learning to read by segmenting, blending and manipulating the words being decoded. In a second language (L2) context, spoken and/or written English can present particular challenges for learners due to the complex relationship involved in matching the graphemes (or letters that represent a sound) and the phonemes (the sounds themselves). For example, words such as pear and fear are spelled similarly but pronounced differently. On the other hand, some similarly spelled words form rhyming patterns that help students attend to issues of phonemic awareness. By using popular songs that frequently use a variety of rhyming words, students are exposed to sound patterns that may help develop their sensitivity to phonemic awareness and provide an engaging way of supplementing their developing literacy skills. In this presentation, I discuss how popular songs are used to help young students from a public school build phonemic awareness through the discrimination of perfect and imperfect rhymes. Implications for the language classroom are also discussed.

# **Vocabulary knowledge in English medium instruction: Receptive and productive perspectives**

Diane **Pecorari** & Hans **Malmstrom**  
City University of Hong Kong  
Chalmers University of Technology

Recent years have seen a rapid growth in English medium instruction (EMI), the popularity of which is due in part to the belief that it will produce incidental language learning outcomes; that is, by being exposed to English, students will become more proficient users of English. At the same time, success in the EMI environment requires adequate proficiency for reading a textbook, listening to lectures, writing exams, etc. Good skills in English are therefore an enabler of EMI, while improved skills are an expected outcome. One important area of academic literacy is vocabulary, as it underpins the ability to read, write, speak and listen at university; in other words, both receptive and productive tasks. This paper will report the results of an investigation into the receptive and productive academic vocabulary knowledge of students in the EMI environment. Tests of receptive academic vocabulary were administered to university students. Productive academic vocabulary knowledge was measured through a corpus of academic writing produced by similar students at the same university. The corpus was profiled for academic vocabulary. The findings were then compared with the results on the test of receptive vocabulary, to establish the extent to which the students' receptive and productive vocabularies differed.

# Reducing writing anxiety of EFL university students

Rachel Luna **Peralta**  
Institute for Tourism Studies

Academic writing can be a cause of anxiety among EFL university students. The types and levels of writing anxiety vary (Rezaei & Jafari, 2014) and for EFL teachers, it is necessary to identify their students' level of writing anxiety and eventually reduce the students' fears and difficulties, as well as help them set realistic goals and expectations in academic writing. Specifically, this presentation is an ongoing study of the factors that cause writing anxiety among tourism and hospitality students at the Institute for Tourism Studies, Macao. Chosen purposively, the participants are various Year 2 students from different degree programs enrolled in English 212 (Writing a Literature Review Paper) during the second semester. Furthermore, this is a mixed method study and data are collected using the Second Language Writing Anxiety Inventory (Cheng, 2004), Causes of Second Language Writing Anxiety Inventory (Rezaei & Jafari, 2014) and an in-depth interview. This presentation will offer some pedagogical implications for English language teachers to help their writing-anxious students become more confident and better L2 writers.

# **Reading aloud in an undergraduate ESL classroom: Students' perspectives**

Jacqueline **Pereira**  
Taylor's University

Reading aloud has always been recommended as a regular activity that parents of young pre-schoolers should carry out. Among the many benefits that are touted are vocabulary gains, reading comprehension and word recognition, among others. This study was conducted to determine if older learners of a second/foreign language would gain similar benefits if the texts were academic in nature. The study was a mixed method, quasi-experimental study but only the qualitative data analysis is reported here. The participants were first-year students from an undergraduate course at a Malaysian private university. There were two phases in this study: the first phase involved quantitative data collection. In the second phase, the results of the quantitative data were used to choose 45 participants to be interviewed. The analysis of the semi-structured interview gives the students' perspectives on their scores for the pre- and post- tests conducted in phase 1. The researcher then will recommend some do's and don'ts on the practice of reading aloud in undergraduate classes based on the findings of the interview.

# **Bridging in MTBMLE: What English teachers from periphery schools in the Philippines do**

Marianne Rachel **Perfecto**  
Ateneo de Manila University

Recognising the studies that have proven the advantages of using learners' mother tongue (MT), the Department of Education institutionalised mother tongue-based multilingual education (MTBMLE) in the Philippines in 2009. In this policy, the MT shall be used as a medium of instruction (MOI) and shall be taught as a subject from grades 1 to 3. However, when DO 31, s. 2012 was issued, the role of the students' L1 changed and was limited to being used as MOI for grades 1–3. It also specified that English or Filipino will be used as MOI for teaching English or Filipino in grades 1–10. How have English teachers implemented MTBMLE? How do the teachers help their students transition from using the MT as MOI to using English as MOI? This presentation shall describe how teachers from low-performing schools in two regions in the Philippines teach English in the context of MTBMLE. Data were obtained through interview, classroom observation and stimulated recall. Findings reveal that despite the lack of clear guidelines on how English teachers in the bridging years will teach English, teachers have nevertheless found strategies that will help students transition from the MT to English.

# **Students' voices on digital learning: A reflection of digital literacy infusion**

Untari Gunta **Pertiwi**  
Institut Teknologi Bandung

In this digital era, digital literacy becomes a required life skill for citizens to live in a digital community since digital literacy is a competency to comprehend and use information in various platforms and sources and it involves the capability of successful digital action embedded in work or learning and other everyday life aspects (Glister, 1997; Martin, 2008). Education is considered as a strategic way to cultivate this skill. This condition leads many countries, except Indonesia, to include this in their school curricula. As a result, a national survey conducted in 2017 reveals that Indonesia needs more digital literacy education. Based on this condition, the purpose of this study is to engage students with digital literacy in critical reading class using a learning management system called Schoology and to seek out students' responses on this action – whether it will provide costs and benefits for them in learning. This study uses a qualitative framework to portray phenomena experienced by the participants in the class – a general subject for engineering students for two credit semesters. Findings in this study will be useful for course evaluation.

# **Digital recordings provide student-centred assessment for EFL speaking activities**

**Sharlyn Peterson**

English Language Fellow, U.S. State Dept. Qufu Normal University

Digital recording is often used to create and display English language learners' public speaking projects, more often as a final product than as a learning tool. However, digital recording offers a valuable means of incorporating formative assessment into a skill-based system for improving pronunciation, fluency and expression. In this workshop, participants will review the merits of student-centred assessment, learn practical ways to use reader's theatre in language classes, and then engage in a reader's theatre activity, using digital recordings to support self-assessment methods. The presenter has used similar methods with students in three different settings: an American correctional high school, a Korean university and a Chinese university. In each case, students learned to recognise their own speaking skills and to make improvements based on self-assessed deficiencies. While this method can be applied to any speaking activity, using literary drama encourages greater awareness of speech delivery skills and provides an opportunity to explore multicultural literature.

# **Out-of-class speaking activities: Vietnamese college students' perceptions and experiences**

Thao **Phan**  
Phan Dang Luu High School

Out-of-class language learning activities have attracted much interest from researchers, educators and language practitioners in the past few decades. In Vietnam, this mode of learning is becoming more popular in educational contexts where foreign languages, such as English, are learnt. A substantial body of research has reported ways to promote speaking activities outside classrooms. However, little is known about what students perceive and what they experience while carrying out speaking tasks in their own time. This is important, since it informs language teachers and task designers in developing types of speaking activities that are appropriate for students' learning styles and interests. This paper presents students' experiences of doing out-of-class English speaking activities and their perceptions about the benefits those activities bring. One of the findings is that although students were well aware of the general benefits of the tasks given, they tended to focus more on activities that were 1) of interest to them, 2) perceived to be personally beneficial, and 3) useful for their future jobs.

# Think for a minute: Cognitive strategies to improve task performance

Jeremy Phillips

Institute for Tourism Studies, Macau

Planning is often the key to success, in school and in life. So what exactly does effective planning involve? English for Academic Purposes (EAP) courses often include time-bound assessment tasks such as interview-style speaking tests or essays written under exam conditions. Learners are usually given time and resources for pre-task planning in these language assessments following research demonstrating that preparation and forethought can improve task performance (Yuan & Ellis, 2003; Wigglesworth, 1997). However many EAP students are ill-prepared to do effective pre-task planning for academic writing and speaking because of a lack of cognitive strategy training and the artificiality of pre-planning language use. This presentation will help EAP teachers and teacher-trainers in Asia prepare students to better use pre-task planning to raise their level of academic discourse by incorporating findings on idea generation, notional memory and note-taking styles from cognitive psychology with original observational research classifying and exemplifying what effective EAP communicators actually do when they plan their spoken and written texts. Armed with a data-based breakdown of the relevant tactics, EAP teachers can help learners make better use of pre-task planning opportunities to improve their productive skills performance in tests and beyond.

# Code switching in students' Instagram posts: Types, reasons and educational implication

Maria Teodora **Ping**, Syamdianita **Syamdianita** & Ardhiansyah Tegar **Wijaya**  
Mulawarman University

This research explores the use of code switching in the Instagram posts by the students of Mulawarman University English Department and aims particularly at (1) investigating the typical types of code switching used by the students, and (2) exploring the reasons behind the use of these code switching types. Furthermore, it was also conducted to find the educational implication of the typical code switching use in students' social media posts. The data for this qualitative research were in the form of documented students' Instagram posts uploaded in the year 2017. To identify the code switching types used, content analysis was employed, whereas to obtain the data concerning the reasons for using code switching, an informal interview was conducted. The findings indicated that (1) there were three typical and common types of code switching used; namely, *intra-sentential*, *extra-sentential*, and *inter-sentential*; (2) there were thirteen reasons for using code switching admitted by the students, with 'more familiar with the terms' as the most frequent (31.34%). Concerning the educational implication, the findings could help students and teachers/lecturers make use of the potential of students' code switching ability for a more culturally relevant glocalised language teaching and learning, particularly in the Indonesian EFL context.

# The effect of picture-assisted lexical input approach on post-lingual deaf students' English vocabulary mastery

Maria Teodora **Ping**, Abdul Rais **Thamrin** & Rahmat **Soe'oad**  
Mulawarman University

While English has been taught as one of the compulsory subjects for students with special needs in Indonesia, there has not been an adequate number of studies done concerning this topic. Addressing this gap, this current research was conducted with a specific objective to investigate whether a particular language teaching approach called 'lexical input approach' assisted by pictures had an effect on post-lingual deaf students' vocabulary mastery. This research employed a pre-experimental single subject with a multiple base (A-B-A-B) design. The sample included three 8th grade junior high school students who were selected purposively based on the similarity of their ages and hearing-loss history. The data were taken by using assessments and analysed statistically by calculating the *Percentage of Data Points Exceeding the Median* (PEM). The findings indicated that there was an increase in the students' vocabulary scores after the treatment (from 41/ novice advanced category to 46 and 51/ novice high category). Furthermore, the PEM score was around 0.75–1, which placed two students into the 'highly effective' treatment and one into the 'moderately effective' treatment. Thus, it could be argued that the picture-assisted lexical input approach was effective to teach English vocabulary to students with hearing impairment.

# **Attitudes and development associated with QR code-driven jigsaw listening activities**

Andrew **Pollard**

University of Nottingham Ningbo China

Listening and discussion skills are an essential part of language development for effective involvement in a discourse community. This paper focuses on EAP learners in the preliminary year of an EMI university in China, and explores their development of academic listening skills, note-taking skills and oral discussion strategies through the use of jigsaw listening activities. The jigsaw listening activities in this project made use of mobile devices through providing QR code access to materials on Moodle. The premise for this MALL integration was to encourage self-paced listening in an attempt to expose learners to autonomous learning strategies while focusing on their academic English development. This qualitative project examines the attitudes of 29 EAP learners in relation to how they have perceived their listening skills to have developed through QR code-driven jigsaw listening activities, and how the pedagogical aspects of jigsaw listening activities can be incorporated into an EAP classroom to develop academic listening and note-taking skills, while also positively affecting academic oral discussion strategies. Through exemplifying the data it will be possible to see how MALL-aided jigsaw listening activities are applicable across multiple ELT contexts in the changing glocalised world.

# **Conceptual scaffolding through L2 junior mathematics classroom talk**

Scarlet **Poon**

The University of Hong Kong

Subject content learning through a second language (L2) is considered challenging in junior secondary education. This paper draws on observational data of a Year 7 English-medium mathematics classroom in Hong Kong, as part of a larger naturalistic qualitative study, to examine a teacher's strategies in teaching the topic 'rate and ratio'. Since learners have received Chinese-medium primary education, this study focuses on how the teacher, who shares the learners' L1 (Cantonese), addresses the linguistic and conceptual challenges that learners encountered in relational reasoning in English. Through analysing transcribed lesson recording and pre- and post-unit teacher interviews, I report findings on the teacher's articulated awareness of i) a connection between language and conceptual understanding; ii) the key for learners to articulate and clarify their mathematical understanding step by step in language(s) they are comfortable with; and in connection, iii) the opportunities to use students' ideas for scaffolding and developing related knowledge. To ensure triangulation, learners have been interviewed for the impact of classroom talk participation on their mathematical understanding. This study sheds light on teachers' pedagogical considerations and scaffolding strategies in junior L2 mathematics classrooms.

# **Embracing the challenge of cross-cultural co-teaching for students with intellectual disabilities**

**Rich Portman, Holly Yu & Helen Leung**  
Po Kwong School

In 2016, Po Kwong School won its 5-year antidiscrimination court battle with the Hong Kong Education Bureau, symbolising a major victory in the progress of Special Needs Education. The result was that all 18 of the territory's schools for students with intellectual disabilities would receive funding for a native-speaking English teacher (NET), as is the case in mainstream schools. Two years on, and three of Po Kwong's teachers wish to share the experience of the program's implementation through a discussion of their collaborative journey of co-planning, co-teaching and whole school integration. The teachers will discuss 1) the increased motivation of their students and the effect on learner output, 2) ways they have worked to improve differentiation, 3) the challenges of facing up to different cultural assumptions of a teacher's role, and 4) shifts in their notions of effective ELT pedagogy as they strive to find the best way forward for each of their students. Above all, they seek to show how students with intellectual disabilities can benefit from learning English, and to prove that all students should be entitled to the same standards of education.

# **Investigating pragmatic competence in Aviation English through corpus linguistics**

**Malila Prado**  
University of Sao Paulo

As a consequence of a series of air accidents involving communication issues, the international regulating body of aviation established that governments worldwide certify their pilots' and air traffic controllers' English proficiency for international operations. This regulation led to the need to teach and assess those professionals' language abilities; however, there is still the need to understand the construct to be worked with. We aim to present our descriptive investigation through corpus linguistics on the language used by the professionals abovementioned, produced on the radio when handling abnormal situations. We highlight pragmatic competence as an important feature of cross-cultural communications, more specifically on the use of certain chunks to organise the conversation and to enhance fluency, as well as the use of hedges as an indicator of sharing the responsibility of the problem. We conclude by stressing the need to teach such elements as a means of promoting awareness on different cultures sharing the same language.

# Demotivational factors of non-English major students in learning English

Widya Rizky **Pratiwi**  
STMIK Bina Adinata

A low score obtained by students is one of the factors which scales down non-English major students' motivation in learning English. Demotivation is discussed due to its negative orientation, and this case results in the students becoming indifferent to this important lesson. Thus, it seems necessary to investigate demotivational factors in learning English of non-English major students in order to improve the quality of education in Indonesia. The subject of this qualitative case study was learners of information systems and computer department in STMIK Bina Adinata, South Sulawesi, Indonesia. A total of 51 students responded to the questionnaire which analyses 30 items of six demotivational constructs using the Guttman scale format, and six students of the third semester in the academic year 2017–2018 who got the lowest scores in the last semester were selected for in-depth interviews. The results show that lecturers' inappropriate teaching methods, inadequate facilities, grammatically teaching material, lack of students' self-confidence, low scores, little chance to practice and lack of students' awareness were the most demotivating factors for non-English major students. However, the lecturer is the most important key who can restore students' motivation in English language learning.

# **Classroom discourse: What teachers need to rethink to foster students' participation**

Wemmy **Prayogo**  
Sekolah Tinggi Teologi Bandung

In many Asian cultures, which highly value face-saving and teachers' authority, students' classroom participation has been relatively on the low side. While students' participation in classrooms is essential to facilitate learning in the target language, researchers have found that many L2 teachers struggle with students who are less verbally active and non-responsive in their L2 classrooms. In addition to enhancing students' language proficiency, classroom participation also allows teachers to diagnose learning problems and to evaluate the learning process (Turner & Patrick, 2004). This article invites teachers to revisit their classroom discourse. It argues that among many components of the complex classroom's social system (Cazden, 2001), one of the important features, yet often neglected, is the teachers' classroom discourse. Teachers need to be able to identify, understand and apply the appropriate classroom discourse that suits the purpose of learning that will eventually foster students' participation, particularly in the Asian classroom context. After all, low participation might also be because of the teachers' classroom discourse and not merely the students' culture.

# **Religious beliefs and the shaping of English teachers' professional identity in an Indonesian Christian school**

V. Luluk **Prijambodo** & Mateus **Yumarnamto**  
Widya Mandala Catholic University Surabaya

Teachers' beliefs and their roles in the classroom may change over time as they are more informed about the profession from their own experiences, from their colleagues and from their continuing education. In Farrel's (2011) terms, they keep constructing and reconstructing "a conceptual sense of who they are (their self-image) and what they do (their professional role identity)" (p. 54). In this study we investigated how religious beliefs shaped and reshaped the professional identity of two English teachers in a Christian school in Indonesia. The guiding question for this study is *How do religious beliefs shape the teachers' professional identity as English teachers?* The data were collected from interviews and written essays submitted by the teachers as part of their career development program. The data were analysed in the framework of narrative inquiry to see the emergent themes of religious beliefs and teacher roles in the classroom. The findings suggest that religious beliefs, as the salient identity of the teachers, could enhance their positive image as English teachers and could motivate them to be better teachers.

## Reference:

Farrell, T. S. C. (2011). Exploring the professional role identities of experienced ESL teachers through reflective practice. *System*, 39(1), 54-62. doi: 10.1016/j.system.2011.01.012

# **Creative thinking techniques to enhance students' critical thinking and communication skills**

Tina **Priyant**in & Agung Dyah **Wulandari**  
Pakuan University

In the business world, combining creative thinking and critical thinking can cause a synergy as creative thinking plays with the right brain when ideas come up but with a subjective consideration, no fear of taking risks and making mistakes, while critical thinking plays with the left brain when a judgement is given with an objective consideration, a focus on deciding what to do and a reasonable analysis. Moreover, communicating ideas is needed to support and develop the business itself. Therefore, when those three elements are combined into a business life, it is predicted that a business can be successful. This qualitative research aims to describe how creative thinking techniques can help students build both their critical thinking and communication skills. The participants are the 10<sup>th</sup> and 11<sup>th</sup> graders of *SMX Young Ecopreneurs School*, in which they are trained to create environmentally friendly products, develop the marketing and perform a promotion in business presentations. The techniques include '*Six-Thinking Hats*', '*Get Crazy*', and '*Idea Diary*', which are applied in the Business English subject. Observations and interviews are used as the instruments to get the data.

# **Why is EMI still a matter for Hong Kong students? Perceptions of teachers and students in Hong Kong secondary science classrooms**

Jack K.H. **Pun**  
City University of Hong Kong

Teaching science through English is a growing phenomenon around the world. In this presentation, I will discuss the latest research into English medium of instruction (EMI) around the globe and the challenges that teachers and students face when learning science through English in many cultural contexts. In particular, I will report a study in Hong Kong which explores the teaching and learning process in EMI science classrooms (physics, chemistry, biology) from eight secondary schools. Drawing on multiple sources of data from semi-structured interviews, questionnaires and 34 hours of video-recorded classroom observations of 19 teachers and 545 students, we explore the patterns of classroom interactions (turn-taking, ratio of talk, language choices, question types) in both traditional (or early-full) EMI vs MOI-switching (or late-partial) schools (switching from L1 Cantonese to L2 English), between grades 10 and 11 in both schools. The teachers and students' perceptions of the EMI teaching and learning process including their views on EMI, choices of classroom language, the language challenges and coping strategies will also be investigated. By providing an evidence-based, detailed analysis of authentic classroom interactions, this research hopefully sheds light on ways for improving the quality of instructional practice in different EMI classrooms worldwide.

# **Higher order thinking ('HOT') questioning strategy to promote students' spoken ability in English**

Oikurema **Purwati**  
State University of Surabaya

High order thinking ('HOT') questioning strategy can be applied in teaching productive skills, i.e. speaking and writing. Especially in teaching spoken ability, it is highly recommended to guide students to be able to perform orally. Some students are anxious and hesitate to show their spoken ability in English due to their low self-confidence. Therefore, it is suggested for the teacher to lead the student by giving high order thinking ('HOT') questioning strategy to make them able to speak and use the target language fluently and naturally. High order thinking ('HOT') questioning strategy includes types of questions such as analysing questions, evaluative questions and creative thinking (based on Bloom's cognitive taxonomy). Implementing a HOT questioning strategy may promote students' confidence and self-esteem. In this case, a 'HOT' questioning strategy can be considered giving scaffolding talk to the students. The questions using question words such as 'why' and 'how' may guide the students to give answers to critical and logical questions. Therefore, in applying a 'HOT' questioning strategy, the English teacher should have appropriate ability in creating 'HOT' questions. In addition, the English teacher should have the ability to use spoken English properly.

# **Acknowledging students' voices in language assessments: What can teachers do?**

Indah **Puspawati**  
Universitas Muhammadiyah Yogyakarta

In the notion of critical pedagogy, students are sought as active agents whose voices are valued in teaching and learning. Students' voices also need to be acknowledged in language assessments to ensure that the assessment can facilitate language learning. Research on integrating students' voices in language assessments have shown many benefits for both the assessment and the teaching and learning process. However, the research on students' voices in assessment have largely been focused on students' perceptions or opinions about assessments that they had experienced. Further research on how the teachers acknowledge these students' voices in the process of assessments is also needed. This presentation reports on a study on how EFL teachers acknowledge students' voices in language assessment processes. The research was carried out in a higher education context in Indonesia where teachers were observed and interviewed on their practices in acknowledging their students' voices in their classroom assessments. Findings about how these students' voices influence their choices of assessment and in what aspects of assessment the teachers allow the students to give voice will be presented. This presentation may give insight on teachers' practice in acknowledging and integrating students' voices in language assessment processes.

# **EFL writers' strategy use during writing with an app dictionary**

Haewon **Pyo**

Hankuk University of Foreign Studies

Along with the prevalence of smartphones, the accessibility of a smartphone app dictionary has greatly increased, enhancing its role as a referencing tool in L2 writing. To investigate how L2 writers would use this dictionary to support their writing and to identify its impact on their writing performance, the present study conducted TAP research targeting 10 Korean EFL university students who processed four writing tasks. Half of the students were allowed to use an app dictionary during writing and the other half were not. The results revealed that the students processed writing quite differently when they wrote with dictionary aid. Unlike the students in the non-dictionary use group, the students in the dictionary-use group showed less anxiety while writing, gave more attention to the content of their essay and rarely avoided materialising any generated ideas in L2. The analysis of TAP indicated that these results were mainly caused by the extension of the students' vocabulary knowledge capacity with the dictionary aid, which contributed to enhancing the confidence in their writing ability. The findings suggest using a dictionary in a language class would enable L2 students to perform writing more extensively and intensively by reducing their writing anxiety.

# **Can collocations be more reliable? Experiments on an improved dispersion algorithm**

Yubin **Qian** & Ya **Sun**

University of International Business and Economics (UIBE)

University of Chinese Academy of Sciences (UCAS)

Collocation, in the scholarly literature, has long been reported as fundamental to L2 learners' language proficiency, which thus serves as a criterion that differentiates advanced learners from their underachieving counterparts. Although there are algorithms, Juilland's D, Rosengren's S and Carroll's D2, inter alia, put forward for the purpose of generating word combinations that can best satisfy both EAP and ESP teaching, they have largely ignored the corpus size and the settings (both contextual and intertextual) where language is in use, causing high unreliability and inefficiency to praxis. The present study, therefore, aims to construct an optimum dispersion algorithm by exploring refined target indicators from three dimensions: linguistic representations, context components and pragmatic factors. We plan to test the reliability and validity of the improved algorithm through experimental approaches, i.e. using the collocation output across corpora to conduct a comparison, and applying it in teaching to investigate its efficacy.

# **Gesture and the acquisition of L2 English tense and aspect**

Congyi **Qu**

The Chinese University of Hong Kong

Gesture is spontaneous, synchronised and meaningful hand and arm movements produced by people when they speak. Gestures are closely linked to speech and mind, and can offer valuable insights into the processes of L2 acquisition, like L1 transfer, processing difficulties and interlanguage. Conceptualisation of time in mind can be expressed by tense and aspect, and by gesture as well through converting abstract conceptualisations of time into concrete spatial movements. The gestures that express temporality and occur simultaneously with oral temporal devices are 'temporal gestures'. Previous research into L2 tense and aspect acquisition has mainly focused on verbal modality and neglected the non-verbal gesture modality. The study looks into the acquisition of L2 English tense and aspect through the lens of gesture. Combining both qualitative and quantitative, offline and online research methods and techniques from sociolinguistics, psycholinguistics and language education, this study discovers 1) the roles of pedagogical gesture in teaching and learning L2 English tense and aspect; 2) the online processing of L2 English tense and aspect as reflected in sensitivity to and inhibitory control of temporal gesture-speech incongruencies; and 3) the acquisitional trajectory of temporal gesturing as a developing system in its own right.

# **Dialogic and authoritative talk in CLIL classrooms in China**

**Jiaqi Qu**

The University of Hong Kong

'Communicative approach' lies at the heart of Mortimer and Scott's (2003) analytical framework for understanding classroom meaning-making interactions. It investigates how the teacher works with students to address series of ideas developed in the classroom. One useful dimension to refer to is the dialogic-authoritative dimension. Authoritative discourse places more emphasis on the 'school science point of view', while dialogic interactions are characterised by being open to various points of views. Although there have been some efforts in presenting the dialogic-authoritative discourse in science classrooms worldwide, how these types of discourse play out in EFL contexts is less known. In this paper, I aim to address this research gap by examining dialogic-authoritative interactions in a senior secondary international school in China, where all content subjects are learned in English. Through classroom observations, teacher interviews and analysis of classroom interactions based on transcriptions of audio recordings, the authoritative discourse was found to be used predominantly in teachers' instructional discourse. It was also found that teachers' choice was determined by a number of factors, such as teachers' perceptions of students' language proficiency levels and teaching philosophy. The data suggests the need to consider students' needs, motivations and participation during the meaning-making process.

# **Action research to develop e-learning materials for vocabulary acquisition**

**Kelly Quinn**

Nagoya Institute of Technology

This paper describes a project to improve the outcomes of students learning vocabulary from the Academic Word List (AWL). Action research methods were used to improve the materials and students' study methods throughout the project. The results of this research led to the development of a collection of e-learning materials. At the start of the project, quite traditional materials were used. Students were given workbooks for the sublists of the AWL. Students worked through the materials to learn the meaning, the different forms of the target words and various collocations commonly associated with the target words. While students' knowledge of the target words improved, the ability to recognise and use the proper form of the word in context was disappointing. The materials were revised and an e-learning component was added. The students involved in the project are non-English majors studying English to satisfy graduation requirements. The presentation will show students' vocabulary levels at the start of the project through the results of a pre-test, the results of regular quizzes and exams that led to the revision of the materials and the development of the e-learning component and finally the results of the new materials.

# What does competence mean during ELT transition? Insights from new language teachers' possible selves

Edward Jay **Quinto** & Eunbi **Kwon**  
Mapúa University  
University of Essex

Beliefs about one's competence have hounded individuals during normative life transitions. In this paper, we attempt to answer the question: What does competence mean among new language teachers (NLTs) as they transition into the ELT role? To address this, we explore the notion of language teacher possible selves, which are identity relevant constructs about what NLTs hope to be or fear becoming. We draw data from interviews with NLTs ( $n=15$ ), who were either pre-service language teachers in their final practicum semester or in-service language teachers in their initial year of teaching practice. We found that competence was a predominant dimension of NLT identity. This is seen in the emergence of a 'competent language teacher self' and a countervailing 'incompetent language teacher self' in NLTs' future oriented self-concept. On one hand, it appeared that NLTs were motivated by a desire to move towards competence in three aspects: knowledge, teaching confidence and behaviour towards teaching. On the other hand, they expressed a desire to move away from incompetence in two aspects: knowledge and teacher character. We discuss the implications of these language teacher identity constructs – NLT possible selves – for ELT preparation and practicum, professional development, and instructional and curricular design.

# **Students' learning engagement in a Mobile-Assisted Language Learning context**

**Erwin Rahayu Saputra**  
Universitas Pendidikan Indonesia

The study documented in this paper is a part of a larger study dealing with the implementation of the 2013 Indonesian curriculum revisions, of which one is the application of ICT as the representation of 21st-century learning. The form of ICT selected in this project was mobile devices which have great potential to help students become engaged in the teaching and learning process. Accordingly, this study was designed to understand how Mobile-Assisted Language Learning (MALL) enhances students' learning engagement. A qualitative study embracing a case study design was utilised to guide the research. Data from observation and interviews dealing with the use of MALL in a junior high school classroom consisting of one teacher and 34 students were analysed using a thematic analysis model in relation to the concerns of the study. The findings demonstrated that MALL could enhance students' learning engagement in terms of cognitive, behavioural and emotional engagement. Although some issues still remained in the implementation, both teacher and students benefited from the use of MALL. It, therefore, can be concluded that the use of MALL becomes an alternative way of promoting students' learning engagement.

# Is it challenging to learn English speaking in the MUVES?

Puji **Rahayu**, Michael **Jacobson** & David **Hirsh**  
Sydney University  
Universitas Islam Indonesia

The paper will describe the affordances and challenges of multi-user virtual environments (MUVES) in presenting a 'virtually authentic' environment for English as a foreign language (EFL) learning. Such an environment is believed to overcome the problem of limited target language exposure inside or outside the classroom. The paper is a part of a bigger project on the comparison of using productive failure (PF) and task-based language learning (TBLT-weak form) in a MUVE-based EFL learning activity (speaking). Despite the reported studies on the affordances of using MUVES in EFL learning, empirical studies on the affordances and challenges of applying it in EFL learning especially in Indonesia is still under-investigated. Fifty second-year students of an English education department will learn English in Second Life, one of the MUVES, in PF and TBLT (weak form). Analysis from the open-ended exit questionnaires on the affordances and challenges of using Second Life in speaking class will be reported based on the common themes that appeared from both groups. Comparison between the two groups will be described as well. Implications for the design of MUVE-based EFL learning on speaking will be discussed.

# **The use of the English language in peace-keeping missions: A case study**

**Arifa Rahman**  
University of Dhaka

This paper presents a case study of the relatively unexplored role of language, particularly the use of the English language, in the process of peacekeeping in conflict-affected regions. It uses the example of a United Nations mission in Sierra Leone involving Bangladeshi peacekeepers who operated in extremely volatile conditions for a period of six years. The paper presents a case for considering that rather than the accuracy or appropriateness of the English language itself, the attitudes and behaviour of the peacekeepers were essential in carrying out the mandate they were entrusted with. Data collected from the field showed that the peacekeepers had developed a strategy that not only used a simplified form of English that converged towards the language of the rebels and the local community, but more importantly, their friendly attitude and their understanding of and respect for differences provided them with a scaffold that supported their interactions and encounters. The paper then applies this perspective to considerations that may be given on how English language educators can broaden language teaching practices into areas that promote intercultural awareness and social justice in order to further support the use of English to promote peace and understanding.

# **Analysis of students' learning engagement and classroom discourse in an English classroom using SMSLEFA in the Indonesian context**

**Maisa Rahman**  
Indonesia University of Education

Students' learning engagement (SLE) has been developed and carried out by many researchers in the last 15 years (Trowler, 2010; Henrie et al., 2015; Ko et al., 2016), which mainly explore the correlation between SLE and academic performance. While classroom discourse as a communicative process by means of interaction (Widdowson, 1984; Suherdi, 2009) had appeared earlier than SLE. This paper describes the SLE and classroom discourse used in an English classroom using SMSLEFA (Synergetic Multilayered of Students' Learning Engagement in Framework Analysis) developed by Suherdi (2008, 2009, 2017). It consists of three layers: learning interaction, learning behaviour and learning texts (Sinclair & Coulthard, 1975; Berry, 1981, 2014). The results show that the learning interaction (LI) between students and teacher occurs in a communicative way, as indicated by the percentages of K1 (43%) and K2 (33%). While at the second layer, it shows that the psychomotor process is the highest and the cognitive process is the lowest. On the other side, the learning text result shows that text is the highest and the word is the lowest. However, further research needs to be carried out to explore more the various SLE in the classroom.

# **Teachers' perspective on the implementation of communicative approach in Indonesian classrooms**

**Yenny Rahmawati**  
UIN Syarif Hidayatullah Jakarta

Communicative approach (CA) is probably the most popular approach in the recent ELT in Indonesia. The curriculum underpinning ELT in the country has changed several times, although in the last 40 years its basis has been revolving around the CA. Despite the fact that the communicative curriculum has been implemented for a long time, some research studies (Dardjowidjojo, 2000; Musthafa, 2001) have indicated that it has not brought significant improvements in the terms of learners' outcomes. The reason for this might be that a number of teachers appear to have developed some misconceptions of CA. This study, therefore, explores EFL Indonesian teachers' perspectives on the communicative approach in their classrooms. Six participants were involved in this study; two participants were chosen from each level of education (primary, secondary and university). The study employed a qualitative design by using questionnaire and in-depth interviews as methods of data collection. The results indicated that the university teachers in this study tend to have a broader view of CA, while a number of the school teachers appear to have developed some misconceptions of it. Further, the teachers also encountered challenges in implementing CA because of big classes, students' motivation and limited time allotment.

# **Local culture in the EFL classroom: Discovering learners' identity**

**Marina Rassokha**  
Far Eastern Federal University

This paper will bring together several notions that have emerged in recent years: that is, globalisation perspective in foreign language education; language and cultural identity of EFL learners; teaching home culture to students. Indeed, in our culturally divided world, the centrality of cultural issues and identity in language education is broadly emphasised. It can therefore be argued that practising learners' own culture should find its place in the English language curriculum to provide discursive practices within which the EFL learner's cultural identity is framed and maintained. The paper presents an overview of a special course on the local culture designed for master's students of English at Far Eastern Federal University in Vladivostok, Russia. Specifically, it discusses topics and vocabulary selection; cultural content of teaching materials, and types of in-class and out-of-class activities which encourage students to discover linguistic and cultural resources for their self-representation. This is followed by a brief discussion of the benefits of using home culture materials in an EFL classroom and a survey of students' opinions of their first-hand experiences and the opportunity to deal with their native culture in English in a meaningful way.

# **Undergraduate students' difficulties in writing introduction sections of research articles in English**

**Refnaldi Refnaldi**  
Universitas Negeri Padang

This study investigates the difficulties encountered by undergraduate ELT students in writing the abstract and introduction sections of research articles. Sixty introduction sections of Bachelor of Education students, majoring in English language education, were analysed by using Swales' Creating a Research Space (CARS) model as the analytical framework of the study. The results shows that 48 students had difficulty in writing their introduction for each component of move 1 (establishing a territory), which consists of claiming centrality, making topic generalisations(s), and reviewing items of previous research. Moreover, 52 students also had difficulties in move 2, especially in developing counter claiming (step 1A) or indicating a gap (step 1B). It was also found that 35 students had difficulty with move 3, especially in step 1B (announcing present research) and step 2 (announcing principal findings). The findings highlight that students' knowledge and awareness of the appropriate rhetorical structure of the introduction section are low and there is a need for explicit teaching of the rhetorical structure of research articles.

# **Promoting international students' integration into American culture through experiential learning**

**Chi Rehg**

The University of South Florida, USA

According to a report released on May 2017 by the Student and Exchange Visitor Program (SEVP), part of U.S. Immigration and Customs Enforcement's (ICE) Homeland Security Investigation (HSI), international students' enrolment in the U.S. increased 2 per cent compared to May 2016. Seventy-seven per cent of these students were from Asian countries such as China, Japan, South Korea and Saudi Arabia. Arriving in a new country, most of them found it challenging to adjust to both the academic and social culture (Wu, Garza, & Guzman, 2015). Therefore, enhancing global literacy and global engagement is crucial to their success in achieving their academic and professional goals. This session presents some experiential learning activities that help international students in an English language program integrate into American culture and society, and thus improve their global communication competence. Participants will walk away with samples and lesson plans that can be adapted to their own teaching context.

# **An eye towards 2020: Developing and refining a feasible 4-skills program for the Japanese junior and senior high school EFL context**

**Robin Reid**  
Baiko Gakuin

A number of schools across Japan are increasing efforts to build viable 4-skills language programs to better cultivate and develop the communicative ability of students. While these programs are already common at a good number of universities across Japan nowadays, they are far less common in high school and junior high school English departments. As of now, the national curriculum still mandates that a premium be placed on grammar acquisition and reading ability. Even with changes to the national university entrance exam slated for 2020, it is difficult to predict whether the current focus on declarative knowledge will be diminished or not. In either case, people working to promote 4-skills development must recognise the special demands of an English as a foreign language setting such as secondary school in Japan. This presentation gives the basic details of a 4-skills program that was first implemented five years ago and has been further refined with each subsequent year. Among topics to discuss are Cambridge tests such as KET and PET, as well as the use of CEFR-benchmarked textbooks from the UK and U.S. written solely in English – materials that might be more familiar to European students.

# **Everything is meaningful: The mode of theatre and some ideas for its implementation**

**Robin Reid**  
Baiko Gakuin

Nowadays, numerous tasks are being implemented in EFL classrooms to shift some of the focus away from text-based analysis of the language and towards more meaningful peer-to-peer interaction through oral communication. At the same time, many of the tasks implemented, such as information gaps, have a narrow scope and are procedurally formulaic. This still leaves students with limited exposure to authentic communication. In response to this, tasks derived from theatre practices are another fertile source of classroom activity that can bring a greater element of authenticity to the target language that students are studying. Dramatics, and especially role-plays, are already well known by almost everyone. However, their limited implementation is perhaps due to either a teacher's lack of confidence in his or her knowledge of theatre, or a hesitation to implement theatre tasks due to concerns about the resources required. This presentation has two purposes. First, I will describe a number of theatre-based tasks that I have implemented in my classrooms over the past ten years and discuss options available to schools with certain resource constraints (particularly time). Second, I will workshop several tasks that can be implemented within a single lesson.

# **Designing podcasts for extensive listening in English**

**Raquel Reinagel**

University of Hawaii at Manoa

As the popularity of podcasts increases in the 21<sup>st</sup> century, the potential for English as a foreign language (EFL) learners to listen to English online has significantly increased. However, much of these listening materials are created for the native speaker and therefore can be frustrating for the EFL learner to practice their language skills. Additionally, teachers have trouble recommending podcasts to their students for extensive listening due to mismatched language levels. In order to provide more publicly available and language level appropriate extensive listening materials for EFL/ESL students, a podcast series was created. This paper will cover the creation and dissemination of these online materials and the feedback received from listeners. Potential accompanying in-class and outside of class usages will also be identified.

# **A 360° look at an EAP training and development programme**

**Charlie Reis & Markus Davis**  
Xi'an Jiaotong-Liverpool University

We propose a colloquium based upon our experience in delivering both EAP and TEMI teacher training and development to higher education academics at various locations across China. Our training utilises a student-centred active-learning model. We lead with why such development programmes are necessary in the changing glocalised world. We also will consider the urgency of the need for such development for EAP practitioners and how they are positioned in contemporary institutions. The impacts of this programme on both participants and developers will be explored, including voices of programme alumni and how an international community of practice highlighting an applied linguistics approach to EAP has become engendered by the training. Our invited speakers will include a senior member of faculty to discuss the institutional impact of having had staff undertake this EAP development course. We will speculate upon the future of EAP delivery in Asia and will argue that deep professionalisation will be essential to the future vitality of our industry, community and practitioners. We propose to conclude by opening this to debate in the colloquium.

# Talking in the cloud: Extensive speaking for Korean EFL

Eric Reynolds & Jan De Beer  
Woosong University

The globalisation of Asian EFL is, in part powered by cloud computing. While the cloud is commonly used to store and share documents and files, we do not necessarily think of it as a place for oral communication. Our research reformulates the extensive reading frameworks developed by Day and Bamford (2002) to activate oral output through a new concept: extensive speaking. We will introduce participants to the various platforms for sharing audio from student to teacher, teacher to student and even amongst students. Additionally, we will introduce participants to the Moodle-based learning management system used to create a series of homework activities that extend students' thinking and use of English to the world outside of the classroom. Furthermore, we will share our findings regarding the effectiveness of our iteration of the activity on student learning. We will work with the participants to develop procedures and documentation to provide feedback and efficiently assess student's speaking performance. Participants will leave our workshop energised and ready to supercharge their students' oral production with the necessary tools in hand to get their students *talking in the cloud*.

# Second language and third culture: NNESTs in Korean universities

Eric Reynolds & Ines Mzali  
Woosong University

One critical question about the glocalisation process within the field of Asian EFL is: “Who are the teachers?” While various organisations including TESOL International and the European Commission battle discrimination around native speaker bias in EFL teacher employment, such bias is far from eradicated. In South Korea, E-2 language teacher visas are awarded to citizens of a limited number of countries, where people primarily speak the language the teacher will be teaching. Thus foreign English teachers must be citizens from Kachru’s inner circle countries. However, a tiny minority of non-Korean NNESTs at Korean universities *do* find a way to teach English. In this now 2-year longitudinal study, we have been exploring these new identities and Englishes by collecting and juxtaposing teachers’ stories about hiring, teaching and collaborating in TESOL. Their stories echo familiar tales and belie myths and misconceptions (Selvi, 2014) surrounding ‘native’ and ‘non-native’ speakers, while they create critical advocacy space for all qualified teachers within Asian TEFL. We find beauty in their endeavours and experiences. By sharing their stories with you, we hope you, too, will be moved.

# **Becoming academic sojourners: Chinese MA TESOL students in South Korea**

**Eric Reynolds & Xiaofang Yan**  
Woosong University  
PaiChai University

As has been suggested elsewhere, the glocalisation of Asian EFL depends upon the teachers in the classrooms. Moreover, TEFL in general has seen a continued increase in Chinese NNESTs going abroad for English teaching graduate degrees (e.g. MA TESOL). While these Chinese academic sojourners engage in a two-way glocalisation process, they face challenges in terms of culture, language, academics, identity confusion and emotional stress (see, Holmes, 2004; Liu, 1998, 1999a, 1999b; and Phakiti & Li, 2011). However, previous research rarely focuses on Chinese sojourners, and mainly studies programs in 'core English' countries. This study explores the experiences of 12 Chinese MA TESOL graduates from a mid-sized Korean university. Additional relevance lies in the rapid rise of English as a medium of instruction programs in Korea marketed to Asian nationals. Mixed methods case study analysis reveals their academic needs and cultural needs in Korea, in meeting demands to adapt to Korean culture outside of class as they adjust to western culture inside of class. Importantly, the loci and character of their challenges were substantially different from those in core English countries. The participants offer three suggestions for programmatic reform: Foster cultural ability, incorporate extra-curricular language training and build a community of learners.

Review Result : Poster Presentation

Session : Methodologies and teaching approaches

# **Using drama activities as a tool to help young learners improve their creativity**

**Tracy Riccio**  
DBSPD

This exploratory study was conducted at an EMI primary school in Hong Kong, aiming to find out how drama and speaking activities contribute to raising confidence levels and improving writing techniques in young learners who are second language speakers. About nine students participated in this study, who were 8 to 9 years old and attended the Grade Three Remedial Class during 2017–2018. These students fell below expected attainment levels due to obstacles such as ADHD and dyslexia. In the remedial class, students completed a piece of writing and created a drama based on their work. They then improved their written work by making some adjustments. Data has been collected in the form of interviews and surveys with the students involved to gauge their feelings throughout each task. Samples of writing have also been collected as evidence to show how the students have progressed. The initial study results show that using drama before writing helped students to clarify their ideas, think in a creative way and express ideas more confidently, which was beneficial to them when it came to writing a composition. The poster presentation will outline what happened during the study and the progress made by the students.

# **Improving writing content through explicit modelling strategies in the SEN primary classroom**

**Craig Robertson**

Hong Kong Red Cross Princess Alexandra School

Global attitudes towards inclusive education and the second language acquisition potential of students with special educational needs (SEN) are changing. However, like other educational trends, this too requires 'glocalisation' to be effective in different contexts. Improving the content of student writing is an important educational goal across elementary or primary schools in Hong Kong. However, interventions taken to support such improvements can encounter challenges, including a traditional pedagogic focus on accuracy, idea generation difficulties of students and a lack of confidence in using newly learned vocabulary in writing. This paper reports on attempts to use Cooper et al.'s (2009) modelling revision strategies and apply them to the context of an SEN classroom for students aged 12–13. This project first involved analysing the written work of a case-study group of six students, before implementing a series of interventions, repeated with modifications across multiple units, to try to improve the variety and complexity of lexis and grammar used in written tasks. The effectiveness of the interventions was evaluated by analysing the written work produced at the end of the semester, and through field notes taken during and post lesson by the action researcher.

# **Student's' problems and the underlying factors to ask questions**

**Dewi Rochsantiningih**  
University of Sebelas Maret (UNS)

While it is pedagogically important for students to ask questions, it is not easy for them to pose good questions in the class. This article is part of a study investigating teachers' problems and the underlying factors to help students to ask questions. This article focuses on the difficulty in asking questions from the student's point of view. This exploratory case study was carried out in a high school in Surakarta, Indonesia. Data were collected from the teaching and learning process in the classroom, teachers, students, and teaching documents through observation, in-depth interviews, questionnaires and document analysis. The data were analysed through data reduction, data display and conclusion. The result of the analysis shows that indeed students encountered difficulties in formulating questions; there are four factors underlying student difficulties to ask questions: 1) the what factor: students did not know what to ask; 2) the why factor: students lacked the knowledge to produce grammatically correct questions; 3) the personal factor: too shy or not confident to ask questions; and 4) the situational factor: other things that hindered students from asking questions. This article also shares a list of supports expected from teachers in order to assist students to produce questions.

# **Intercultural communication between Indonesian and Japanese students in a video conference**

**Siti Rohani**

State Polytechnic of Malang

Effective oral communication skills are essential, let alone in this global era in which multiculturalism is evident. With the underlying concept that communicative competence includes grammatical, discourse, sociolinguistic and strategic competence, it is acknowledged that oral communication skills are difficult to master, and particularly so in intercultural communication. One of the ways to improve students' communicative competence is through conducting real communication with people of different cultures. This case study explored the implementation of a video-conference activity between Indonesian and Japanese students. Respondents were eight Indonesian students studying at State Polytechnic of Malang who were having the video conference with four Japanese students of Nagoya University. Methods of data collection included direct observation, interview and a focus group discussion. The findings show that with the topic of Javanese versus Japanese culture, the two groups of students could conduct the communication enthusiastically and exchange information in a well-running discussion. Benefits of the project, as claimed by the participants, included students' elevated motivation to learn English and use English in real situations, improved knowledge of other countries' culture, and higher awareness to explore and learn about the local culture. Furthermore, the knowledge of intercultural understanding was proven improved as well.

# **“What can we do facing the new curriculum?”: Two EFL teachers’ reconstruction of teacher identity through discourse**

Xiaoyan Rong  
Capital Normal University

Educational reforms have been widely discussed in the 21<sup>st</sup> century. Recent research on educational reforms suggests that teachers, as mediating agents, are key to the successful implementation of educational reforms, particularly curriculum reforms. This paper explores the process of two Chinese secondary school EFL teachers’ identity reconstruction through discourse while implementing the curriculum reform. In particular it examines how the two teachers’ identity shifts and reconstructs through their discursive interaction within the school and with the broader community. Qualitative data was collected from a pair of mentor-mentee EFL teachers from one secondary school in China through interviews and classroom observations. The findings reveal that apart from the change of context, teacher identity shifts also occur as a result of being confronted with tensions and contradictions in their career such as reform, during which teachers’ discursive interactions within the school and the broader community could indicate the process of negotiation of identity construction. Teachers confronting a curriculum reform in their mid-stage of career endure the process of ‘being novice again’. The findings reveal teachers’ discursive interactions have the potential to indicate the process of their identity shift and negotiation, and are capable of changing traditional configurations of power in their community.

# ELF, 'English' language teaching, and criticality: Assumptions, tensions and implications

Nathanael **Rudolph** & Julie **Rudolph**  
Mukogawa Women's University  
Kindai University

The heterogeneous field (Jenkins, 2012), or paradigm (Dewey & Cogo, 2016) of English as a lingua franca (ELF) is united in problematising dominant approaches to language ownership, learning, use and more recently, instruction, predicated upon the knowledge, skills, behaviour and thinking of an idealised “native speaker (NS)” (Jenkins, 2015). ELF researchers are increasingly employing postmodern and post-structural theory to apprehend identity and interaction as dynamic, fluid, sociohistorically situated, and discursively and contextually negotiated (e.g. Cogo, 2016). ELF scholarship is calling for, and contributing to, trans-/pluri-/multi-lingual-cultural education that prepares students for Global Englishes, including the use of English as a *multilingua* franca, and that simultaneously accounts for the complexity of identity negotiated in and beyond the classroom (e.g. Galloway & Rose, 2015). Yet, in problematising idealised nativeness, the majority of ELF scholarship is grounded upon the essentialising assumption that privilege and marginalisation experienced by language learners, users and instructors corresponds with juxtaposed categories of identity (e.g. ‘native English speaker teacher’/‘non-native English speaker teacher’). In the following presentation, we contend that destabilising this ‘assumption’ will enhance the potential of ELF scholarship to contribute to cultivating more equitable, contextualised ELT critically and practically attending to the complexity of identity and interaction.

# **Project-based learning: An ideal context for developing genre awareness**

**Brian Rugen**  
Meiji University

Genre awareness involves understanding how patterns of organisation and language in a text are related to the expectations of particular discourse communities. Developing such an awareness is critical in helping second language students develop the rhetorical versatility needed for engaging with multiple academic genres at the university level. The purpose of this presentation is to address the level of practice in showing how genre awareness can be smoothly implemented into any tertiary-level ESL course with a project-based learning (PBL) component. Following Steinberg's (1997) framework for PBL, I argue that the context of PBL is an effective vehicle for the implementation of 'genre checkpoints' – types of informal assessments aimed at sensitising students to the rhetorical move structures and linguistic features of particular academic genres. I show how genre checkpoints can add structure within a project while serving as the formal and informal assessment practices that must be embedded – but are often neglected – within and throughout a project. The presentation will discuss the 4-part genre awareness mini-lessons that are used to help students navigate through the genre checkpoint assessments. Suggestions for dealing with particular challenges related to genre checkpoints within a PBL context will also be discussed.

# **The efficacy of focused corrective feedback on cognitive load in writing performance**

Yanping Rui  
North University of China

This study administers the Cooper-Harper rating scale and task-and-performance-based technique to examine the cognitive load in EFL writing with 81 freshmen from two parallel classes as the subjects. They are required to write one composition per week, and focused on the main cognitive load, the experimental group is provided with focused corrective feedback, whereas the control group receive unfocused corrective feedback over the course of a 14-week semester. The goal is to explore whether focused feedback has a significant effect on promoting learners' EFL writing performance on the main cognitive load. The findings indicate that (1) their subjective rating of cognitive load is negatively correlated with their writing performance which manifests that students might suffer from cognitive load more or less at different levels in writing, (2) lexical resource constitutes students' main cognitive load and a massive amount of cognitive effort is invested in the process of writing, and (3) there is a significant difference in vocabulary proficiency between the two groups. Focused corrective feedback is effective in facilitating students' lexical development, especially in the accuracy of spelling and formation. In lexical diversity, more advanced vocabularies are used, which reveals that students' writing performance on the main cognitive load has been improved.

# **Effects of task complexity and planning: Cognition hypothesis and trade-off hypothesis revisited**

Jisu Ryu  
Seoul National University

This study explored the effects of task complexity (controlled by +/- here-and-now) and planning on L2 spoken performance (in terms of complexity, accuracy and fluency) and attentional allocation to meaning and form. Korean EFL learners with low-intermediate English speaking proficiency ( $N=40$ ) completed picture description tasks in four different conditions along with the subsequent post-task questionnaire on planned conditions to investigate the students' planning processes, particularly their attentional allocation. The results showed that task complexity positively influenced syntactic complexity and accuracy while negatively affecting lexical complexity and fluency. With planning time, syntactic complexity and fluency were considerably higher, whereas accuracy and lexical complexity were slightly negatively affected. Interaction effects of task complexity and planning on lexical complexity and accuracy were also observed; learners' productions were positively influenced on these aspects to a substantial degree, while neither of these two variables solely had a significant impact on the two aspects. In addition to the learners' performance scores, individual learners' responses to the questionnaires provided more direct evidence of visible changes in learners' attentional allocation depending on differences in complexity. Despite the theoretical dichotomy of past research in the field (i.e. cognition hypothesis vs trade-off hypothesis), the current study proposes the potential complementarity of these two frameworks.

# **Enhancing grammar performance & efficiency via reading comprehension**

Ahmad **Sahiouni**  
Kuwait International Law School

This study sheds light on students' performance in grammar as implemented through reading comprehension. The study is divided into three stages. In the first stage, reading comprehension passages were given to a sample of male and female Grade 12 students from Kuwait public schools. Later, some grammatical concepts – such as infinitive, gerund, prepositions, tenses and the passive – were explained traditionally followed by grammar exercises. Scores were saved as a reference. In the second stage, students were given other reading passages to solely identify the grammatical concepts they had already been taught. In the last stage of the study, students paraphrased the second reading comprehension passages using the grammar they had traditionally learned in the first stage. When scores were compared, it was found that students' scores in reading-based grammar were better than their scores in traditional grammar-based exercises. The only setback was related to the use of prepositions. This indicates that concrete tasks based on practicality are more effective than abstract tasks based on theory and the traditional way of grammar input. However, students' setback in prepositions proficiency can be attributed to both the problematic nature of prepositions in English, and the differences between preposition connotations of Arabic and English.

# Active learning in the academic English classroom: Course design

Fern **Sakamoto**, Sean **Toland** & Tony **Cripps**  
Nanzan University, Japan

Academic English courses, broadly speaking, aim to equip students with the skills they need to study in an English-medium environment. The presenters embarked on an action research project to develop an academic English course that enables first-year university students in Japan to expand their critical thinking skills, autonomy, digital literacy, English language skills, communication skills and presentation skills. They took a project-based approach and focused on designing materials that encourage active learning. Having completed one year of instruction, the researchers will report on the first reflective cycle of their course-development project. The presentation will begin with a brief explanation of the various elements that factored into the design process and the syllabus that emerged. It will also highlight the teaching materials created for the course. The presenters will then discuss student survey responses and instructor observations to critically reflect on the strengths and weaknesses of the course and how it could be improved. The presentation will conclude with some practical recommendations for educators who are involved in curriculum development, course design and material creation.

# **Effects of rater training on rater bias and inter-rater reliability in English essay assessment**

Kosei **Sakamoto**  
Hiroshima University

Although assessment in the field of TESOL is extremely important, in Japan there appears to be a lack of confidence in the ability of practising teachers to assess and evaluate students in a professional manner. This study examined the effectiveness of rater training and its retention in English writing assessment in Japan. The focus is two-fold; maintaining inter-rater reliability and easing rater bias (particularly an overconcentration on superficial errors). Participants were 30 Japanese English-teacher candidates in an undergraduate course. They were asked to assess two compositions in pre-, post- and delayed test sessions. The two compositions were 1) one of good quality in terms of content and organisation but with several superficial errors, and 2) another of worse quality in terms of content and organisation but without superficial errors. Between the pre- and post-tests, the participants underwent a training course which comprised a 90-minute-long training session. The results showed that the training was effective in easing rater bias and maintaining inter-rater reliability. However, the delayed test showed more varied scores. This suggests that teacher candidates would benefit from having regular and practical teacher training opportunities to assess compositions in their teacher training courses.

# **Facebook group application in writing class for university students of STKIP Muhammadiyah Rappang, Indonesia**

Geminastiti **Sakkir**, Rustam Efendy **Rasyid**, Usman **M**, Rusdiana **Junaid** & Saidna Zulfiqar bin **Tahir**

STKIP Muhammadiyah Rappang  
Universitas Cokroaminoto Palopo  
Universitas Iqra Buru Ambon

Social media is a new trend of media in the language teaching process. One of the popular social media is Facebook. Students can explore and write anything in their Facebook timeline. So the researchers conducted a study on the application of a Facebook group in teaching writing to university students. The objective of this research was to find out whether the application of a Facebook group significantly improved the students' writing ability. The subject of the research was the second semester students of STKIP Muhammadiyah Rappang in academic year 2016–2017. The total number of the sample is 20. The instrument was a writing test to obtain data on students' writing achievement through a Facebook group. The results of data analysis found that the students' writing ability was significantly improved. It was proved by the students' mean score in pre-test is 65.30 which was lower than the students' mean score in post-test, that is 78.05. The t-table is also lower than the t-test, that is  $2.093 < 6.04$ . Based on the data analysis, the researchers concluded that the application of a Facebook group improved students' ability in writing.

# **Intermedia translation: X-Men First Class – from comic to movie**

**Nur Saktiningrum**

Faculty of Cultural Sciences, Universitas Gadjah Mada, Yogyakarta, Indonesia

The object of this study is eight X-Men: First Class comic books, volume 1, published from September 2006 to April 2007, and the X-Men: First Class movie made in 2011. Texts in the forms of dialogues and visual images taken both from the comic books and the movie are the data which then are analysed qualitatively. Applying an intersemiotic translation promoted by Zecca, this study is trying to uncover how social and economic factors influence the translation process and whether there are continuity and changes along the process. The study focuses on the social and economic aspects involved in the process of transforming X-Men: First Class comic books as the source text into the movie version as the target text. Some adaptation and changes occurred as the consequence; plot and story lines are twisted and characters are replaced for the purpose of meeting the expectations of the target market of the movie. Supported by those who were involved in the process and the social issues echoing at the time the process was taking place, the social issues depicted in the texts are also shifted.

# Changing Englishes: Implications for curriculum and pedagogy

Moses **Samuel**  
Taylor's University

This paper is in two parts. The first part provides an overview of the ways in which the subject 'English' within the school curriculum has been changing over the last few decades. It seeks to answer the question: What is English in the curriculum? Drawing the construction of the subject 'English' within the Southeast Asian context, it looks at some of the influences that have contributed to the shaping of the subject 'English', specifically focusing on two broad influences. First, the processes of globalisation have contributed to the spread of English worldwide while it, at the same time, has come into contact with other languages in the milieu in which it is used. Recognition of plurilingual environments and local varieties of English have challenged the ways in which English is conceived of and used within school settings. Second, the changes in technology have contributed to shifts in the way we think of English in the new semiotic environments which have arisen because of new technologies. Recognition of multimodality has challenged the ways in which meaning-making is thought about in the subject 'English'. The second part of the paper exemplifies these trends and explores pedagogical responses in English lessons.

# Creating flipped classroom material for kindergarten phonics

William **Sanders**  
British Council Hong Kong

Flipped classroom is a concept which provides content for future lessons to the students at home in a digital form. This workshop will instruct teachers on how to create their own digital content for flipped classrooms using free apps online in order to provide an alternative method for presentation of sounds for a Kindergarten Phonics classroom. Children will become familiar with the target material in a fun and playful way and will walk into the following classes ready to study and learn on a much deeper level. Next, the vast majority of parents of English language learners at our centre have limited English themselves and therefore often feel unable to effectively help their children at home with phonics learning. These videos can bridge that gap while bringing the teacher's voice into the home. This method uses free and online tech that is easy to use and understand even for those of us who are not tech savvy. The program follows the slide format of a PowerPoint but with moving words, images and sound. Over the course of two semesters students' learning and ability noticeably improved and written feedback from parents demonstrated the material had been well utilised and appreciated.

# **Metacognition in the use of productive silence in speaking class (from the perspectives of Australian and Mongolian students)**

Soyol-Erdene **Sanjaa**  
Mongolian National University of Education

This presentation focuses on the role of silence and metacognition in language learning and raises awareness of how silence can contribute positively to language acquisition. In today's educational context, where talk is overrated by many teachers as noticeable evidence of communication, silence deserves more scholarly attention and interest. In reality, students are different in the way they develop: some learn well through sound while others absorb resources best in stillness. Being able to monitor talk and silence respectively for good purposes would be an exercise in self-regulated learning. According to Knapp (2000), someone is considered 'silent' when the person tends to speak less than other interlocutors or uses long pauses during communication. The label 'silent', therefore, is relatively employed and does not mean that someone stays completely quiet. Bao (2013) points out that, if a student stays quiet during a classroom debate, instead of asking what this student really wants, it may be better to see whether the students' silence plays a role in the debate. As a result of metacognitive development, the learners are expected to acquire positive beliefs about the English language and its learning process and gradually develop learner autonomy and the readiness to learn.



# **The challenges of resocialisation for experienced teachers after professional development**

David **Sansom**  
Macao Polytechnic Institute

Professional development (PD) programmes for experienced teachers aim to enhance knowledge and skills, and consequently lead to improved classroom practice and more effective learning. In-service teachers then return to their institution (a school or university) and it is here that changes to teaching are enacted or not. This institutional context can constrain or drive teacher change due to, for example, the influence of leaders and colleagues, the impact of high-stakes exams, the expectations of students and parents, and other sociocultural factors. Returning to a known institutional context with these constraints and drivers is a process of *resocialisation* for experienced teachers, during which intentions to change classroom practice may or may not be realised. This presentation outlines findings from ongoing qualitative research investigating the resocialisation process at the level of individual teachers. Two teachers from the same Beijing junior school were interviewed and observed during a three-month external PD programme and over the following six months back in their school teaching context. Findings suggest that the nature of resocialisation (either constraining or driving change) depends on each teacher's prior beliefs and experience, individual reaction to the PD programme, and personal response to critical factors in the institutional context.

# **Promoting collaboration and learner autonomy in the TOEFL prep classroom**

**Eduardo Santos**  
Linchuan no. 1 Middle School

While the traditional Chinese high school student is used to an exam-based curriculum focused on the GaoKao exam, students in an international programme struggle to get a high score in the TOEFL exam. Skills such as note taking, brainstorming and creative thinking are not usually developed in primary and middle schools. At the same time, learners are highly dependent on the teacher for assessment, evaluation and sense of progress. The concepts of self-evaluation and reflection on learning are not present in the traditional classroom. In this session, I will present tasks and activities used with my high school students at the International Department of Linchuan no. 1 Middle School in Xuzhou, Jiangxi Province, China. In the first part of the talk, I will focus on tasks and activities used to promote collaborative learning while practising speaking and writing skills for the TOEFL exam. In the second part of the talk I will demonstrate some activities that learners were able to do in their own time and pace to evaluate their own progress and enhance their ability to take notes while listening to a lecture, quickly brainstorm ideas before a TOEFL speaking question and correct their own writing.

# **Indonesian teacher teaching English to Korean students: TESOL cases from Cikarang, Indonesia**

Made Panji Teguh **Santoso**  
Universitas Singaperbangsa Karawang

Teaching English to young people whose native language is not the same as the teacher's is different in many ways from TESOL in general. It requires not only special teaching methods and techniques but also unique approaches in order to achieve the best teaching learning results. This study brings forward cases of young Korean students who have learned English from an Indonesian English teacher in Cikarang Bekasi Regency, a peripheral area of Jakarta. The author wishes to share his professional practice, which took place between 2012 and 2017, in helping foreign nationals speak English without them learning Bahasa Indonesia first or him understanding the Korean language. Trying to convey and elaborate the points of his lessons, the author also attempts to highlight the challenges and obstacles he has successfully dealt with and overcome. In this paper, readers may also see motivations of those Korean students, as well as their expectations. In the end, readers will discover that the main keys to the author's successful lessons are classroom management and cross-cultural understanding.

# Comprehension processing of mathematical word problems

Ma. Corazon **Sauz**, Rene **Belecina** & Merry Ruth **Gutierrez**  
University of Santo Tomas  
Philippine Normal University

The present study describes the comprehension processing of engineering students in performing mathematical word problems. A word problem task in algebra & geometry was performed by engineering students using the think-aloud procedure. The participants' accounts were subjected to qualitative data analysis of transcribing, highlighting statements, assigning initial codes and reducing related codes to core themes. The study found five comprehension processing themes that emerged. The study also found that there needs to be a fusion of reading and mathematical abilities in performing word problem-solving tasks. Engineering students' comprehension processing is complicated yet a challenging experience for them.

# **The impact of writing strategies on a new science communication module**

Sirinut **Sawatdeenarunat**  
National University of Singapore

Though it is generally agreed that there is a need for varied communication training for science undergraduate students, it is not clear how teachers should go about developing materials to develop such skills. The author developed materials for a new science communication syllabus based on popular discourse (Calsamiglia & van Dijk, 2004; Myers, 1991) and media discourse (Bednarek, 2006), with an emphasis on developing communication skills in disseminating scientific developments to non-specialist readers. This study evaluates the effectiveness of the newly developed materials in assisting readers to comprehend news articles as well as to make the science articles interesting. Selected articles written by students undertaking the module were evaluated by non-specialist readers regarding the comprehensibility and appeal of the articles. The results demonstrate that from the five explanatory strategies used, 'exemplification' was found to best contribute to the comprehensibility of the article, while evaluative language in the area of 'possibility' best contributes to making science news articles more captivating to readers. The results of the study can be applied to other courses which aim to develop teaching materials for communicating technical content to a wider audience.

# **How to address diverse learning styles using IT in the tertiary classroom**

**Bethe Schoenfeld**  
Western Galilee College

The use of IT in the tertiary-level EFL or EAP classroom can facilitate the acquisition of English for L2 (or L3) students by addressing diverse learning styles simultaneously. In the traditional classroom using traditional pedagogical methods, it is not always possible for teachers to address the students' individual needs. Thus, when teachers are aware of different learning styles, as well as being aware of diverse techniques that can assist individual students to acquire the skills and concepts they need simultaneously, teachers can learn to teach more effectively. This interactive method relates to all students whether they classify their particular style as visual, tactile-kinesthetic, read-write, aural and/or multimodal. This method is particularly suited to students who have LD/AD(H)D. The use of IT helps the student take in information more effectively and make better use of this information for more successful learning; enables more efficient communication; and finally gives them the skills and tools to perform better on tests and examinations. This workshop will offer a hands-on demonstration of numerous ways to use IT in the classroom in order to attempt to answer the needs of the individual students so that they can capitalise on their strengths and improve their self-advocacy skills.

# **Reflective blog: A tool to facilitate learning in ESL secondary school classroom.**

Sastina **Sebastian** & Premlatha **A. Krishnadas**  
Hin Hua High School

Blogs enable social interaction and collaboration among students and teachers. In this study, the researchers have introduced an online student-written reflective blog to ESL participants in an independent Chinese secondary school. The aim is for the participants to reflect on their learning in the English classroom. Most of the participants hardly ever speak their mind in class. They tend to remain passive when discussions are held on the lessons conducted in class. By introducing online student-written reflective blogs, the students have a platform to reflect and 'open up' to the learning process in the English language classroom. Therefore, this study investigates learners' perceptions on using reflective blogs to reflect on their learning process where they realise their weaknesses and strengths in the language learning. Furthermore, the researchers intend to find out if reflective blogs can act as a medium of self-expression. This study also indirectly helps the researchers to evaluate their teaching methodology. A mixed method approach constituting both qualitative and quantitative research methods was employed in this study. Overall, the findings suggest that an online student-written reflective blog could be a tool for teachers as well as for students to reflect on the teaching and learning process.

# **Lexicogrammar as meaning-making resources: A systemic functional approach to second language (L2) writing pedagogy in cross-border education**

Eunhee **Seo**

George Mason University Korea

This study explores linguistic features of academic writing produced by Korean freshmen enrolled in an undergraduate pathway composition program at a U.S. university in Korea. Using Halliday's systemic functional linguistics (SFL) as a theoretical framework that views lexicogrammar as meaning-making resources, the study observes and analyses writing samples of 22 students who took the first sequence of a pathway composition course for a semester within the English curriculum, which incorporates rhetorical genre studies (RGS) into English for Academic Purposes (EAP) pedagogy. The focus of the analysis will be given to SFL's interpersonal as well as textual resources realised through students' deployment of theme, modality and grammatical metaphor in their revised papers. Students' writing samples will be analysed quantitatively using average for words, T-units and clauses to measure the syntactic complexity of student writing. Of the total student papers, one representative sample across the three graded levels (strong-A, average-B, weak-C) will be qualitatively analysed in terms of theme-rheme patterns, modality and nominalisation to examine the relationship between students' performance and linguistic evidence for this performance. SFL-based pedagogic implications will be drawn to call for the significance of knowledge about language (KAL) in academic writing for EAP teachers as well as ESL/EFL students.

# **Challenges in teaching English for hotel staff: Student teachers' reflections**

Maria Christina Eko **Setyarini**  
Universitas Kristen Satya Wacana

It is without question that teaching English for specific purposes (TESP) is not something easy to do since ideally teachers should do a needs' analysis and study the vocabulary items that they might not know to teach in a good way. Student teachers, with their lack of experience in teaching, may face greater challenges in TESP. The study explores Indonesian student teachers' experience in teaching English for hotel staff to know what challenges the student teachers faced. Therefore, eight student teachers who recently did their teaching practicum in a hotel were asked to write reflections about their teaching experience. The reflections reveal that though the eight student teachers taught different hotel staff in four different divisions, front office, housekeeping, marketing, food and beverage, they faced the same challenges. The challenges mentioned are mostly related to the hotel staff. They are teaching facilities, time management, different levels of English proficiency and low self-efficacy. This finding is expected to be useful for lecturers supervising teaching practicum in hotels, and student teachers planning to do their teaching practicum in hotels. It is also expected to be useful for those who are interested in TESP, especially in teaching English for hotel staff.

# **The art of imitation: How young learners utilise linguistic support during writing**

Juliana **Shak**  
Universiti Brunei Darussalam

Imitation is central to Vygotsky's construct of the zone of proximal development. Accordingly, a learner is able to imitate only the activity that is within his or her developmental level. The present study examines the element of imitation amongst young ESL learners when they utilised linguistic support that was provided to them during collaborative writing. Linguistic support was presented to them in the form of short paragraphs of text outlining the introduction and beginning of a plot for a story, and they were asked to select and use words or expressions that they themselves felt were most useful in helping them narrate their story in the L2. For the purpose of this paper, two dyads of Year 5 learners (aged 10) of different L2 proficiency levels (i.e. a high-high proficiency dyad and a low-low proficiency dyad) were selected for qualitative analysis as they participated in an 8-week classroom-based intervention. The following research questions were investigated: (i) what words or expressions do these learners select when they engage in collaborative writing? and (ii) how does their selection of words or expressions shape their written production? Transcriptions of their audio-recorded conversations and their written work served as the basis for analysis.

# **Exploring self-efficacy and goal orientations of college-level ELLs in STEM majors**

Hong **Shi**

China University of Petroleum-Beijing

Researchers in the field of English language teaching contend that previous studies have not been able to offer effective solutions to improve language learners' self-efficacy, goal orientation and performance, and learners' self-efficacy and goal orientation have not yet been integratively examined in an EFL context. To assist English language learners (ELLs) in post-secondary levels to achieve the English competency required for academic success is a significant undertaking for ELLs as well as educators. This session will share the results of a mixed methods study that examined college-level ELLs' self-efficacy beliefs and goal orientations for an academic English course. The participants are 176 college-level ELLs in science, technology, engineering and mathematics (STEM) majors from a Chinese university. The survey results and excerpts of text from transcribed interviews will be shared and implications for best practice at the university level will be discussed.

# **Teachers' pedagogical beliefs: Do they make a difference to students' writing outcomes?**

Leimin **Shi**  
University of Wollongong

In China, developing students' overall communicative competence became the central goal of the current College English curriculum requirements in 2004. However, this goal has yet to be addressed, particularly in regards to the teaching of writing. In this case study, six experienced teachers were introduced to a systemic functional linguistic informed genre approach in workshops and then tried this pedagogy in their teaching practices. This study examined how changes in teachers' pedagogical beliefs about writing may impact their students' writing outcomes. Through pre- and post-workshop interviews and classroom observations, the changes in teachers' pedagogical beliefs were investigated. Their students' two writing samples were also collected before and after they received the intervention. The findings of changes in teachers' pedagogical beliefs were compared with possible changes that emerged in their students' writing products. The comparison results revealed that while positive changes were evidenced in teachers' pedagogical beliefs, the majority of the students made improvements in their writing products, which coincided with the changes in their teachers. Accordingly, relevant implications for writing instruction and teacher education are discussed.

# **DESIGNING PROJECT-BASED LEARNING TO DEVELOP STUDENTS' VOCATIONAL COMPETENCE IN THE 21ST CENTURY**

Agnes Siwi Purwaning Tyas

In Indonesia, vocational education is projected to become a foundation of human resource development and economic growth. The implementation should help the students improve their vocational competence in terms of knowledge, skills, media literacy, and attitudes, and the development of students' practical knowledge becomes the strength of vocational education. This paper aims to develop a PBL program for students of English Program, Sekolah Vokasi UGM which is conducted in Tour and Travel Management Class. In this project, the students should collaborate with the society to develop community-based tourism, starting from identifying the tourism potentials, designing ads and website, arranging tourism package, planning and conducting the tour. The goal is to provide real working experience for the students in which they can apply their procedural knowledge to carry out the job successfully. In addition, the students will also make a learning module in English for hospitality service which will be used to teach the community of the tourism villages as a part of community service program. Therefore, the students do not only improve their competence but also transfer their knowledge to the society. The data of this research will be obtained from observation, reflections, interview, evaluation from visitors and the community.

# **Paraphrasing other's' ideas or expressing one's own views: Examples from Chinese graduates**

Ling **Shi**  
University of British Columbia

Paraphrasing is commonly defined as restating source information in one's own writing with acknowledgement. However, scholars have noted that good paraphrasing involves inferential thinking by evaluating and analysing the source information (e.g. Shi, 2012; Yamada, 2003). If paraphrasing involves one's own understanding of the source text, it can be seen as part of textual transformation to generate one's own writing. To explore whether one can or should distinguish between a paraphrase and one's own idea or contribution, this study illustrates how faculty members (14 from North America and 13 from mainland China) commented via interview on three examples of paraphrases (with matching source texts) from papers written by three Chinese graduate students in the social sciences and humanities. The student writers all tried to express their own understanding of the source text. Analyses of interview comments show that while one example generated comments mostly on how the student had misinterpreted the source text, the other two examples drew attention to a disconnection between the paraphrase and the source text. Several professors commented on how these examples were expressions of the students' own ideas and, therefore, no longer paraphrases. Students were advised to mark clearly and separate their own contribution from a paraphrase.

# **The usefulness of CBI in enhancing Japanese EFL learners' writing skills**

Naoya **Shibata**

Nagoya University of Foreign Studies

Content-based instruction (CBI), defined as “the integration of language and content” (Brinton & Snow, 2017, p. 3), has prevailed as one of the language teaching approaches integrating four language abilities. However, this approach has not been implemented into EFL secondary educational backgrounds, and the effectiveness has not been determined. Moreover, studies on second-language writing in such settings have rarely been undertaken (Leki, Cumming, & Silva, 2008). This presentation presents a study revealing how intermediate-level Japanese high school students developed their writing skills through CBI during the 2016 school year, based on the mixed research method and the data gathered from surveys, self-evaluations, five essay-writing and pair-conversation speaking tests, and semi-structured interviews. The research findings revealed that the participants valued CBI to improve their target-language abilities for their continuous development. Furthermore, the test results illustrated that they developed both their writing and speaking skills enough to argue their ideas clearly and coherently. Accordingly, this study attests to the claim that writing skills can be reinforced through integration with other language modalities (Cumming, 2012; Weigle, 2014; Brown & Lee, 2015). This presentation concludes with recommendations for the implementation of CBI into EFL secondary educational contexts.

# Hedging and boosting in English research article abstracts

Eunsook **Shim**  
Sangji university

This study analysed hedges and boosters employed in the U.S.-based research article (RA) abstracts and the Korea-based English RA abstracts of TESOL/Applied Linguistics. The corpus consisted of 564 RA abstracts: 268 abstracts from international journals (*TESOL Quarterly & Applied Linguistics*) and 296 abstracts from domestic journals (*English Teaching & Korean Journal of Applied Linguistics*). Hyland's (2005) model was employed as the basis for the analysis. A concordance program, *AntConc*, was used in analysing the data by identifying the occurrences of hedges and boosters in the RA abstracts. From the corpus-based genre study of RA abstracts, the findings showed that a higher occurrence of hedges was found in the U.S.-based English texts and more boosters were used in the Korea-based English texts. The cross-cultural analysis revealed that the present tense verb in reporting results of a study was used in the U.S.-based RA abstracts but the past tense verb was used predominantly in the Korea-based RA abstracts, suggesting that the L2 writers' choice of rhetorical device may be influenced by the specific contexts of publication. The disciplinary variations in the writing of academic texts should be considered.

# Vocabulary lists based on adult and children's corpora of English

Dongkwang **Shin**  
Gwangju National University of Education

The present study attempted to compare vocabulary use in adult and children corpora of English. The ultimate goal of the present study is to investigate what sort of words list is the most appropriate source for children's vocabulary learning. To examine this controversial issue, we used the word lists of four corpora: BNC-COCA 3000, Kids 2500, CHILDES Parental Corpus Word List of English (CHILDES-P 3000) and Korean Basic English Word List (KBEWL 3000). These lists altogether contain about 3,000 words representing an adult English corpus-based word list, a children's English corpus-based word list, a child-directed corpus (parental corpus) based word list, and a children's English expert consultation-based word list. The results show that each word list has about 65% of the total words in common. In both children's literature of English and adult corpora of English, the adult English corpus-based word list of BNC-COCA has the highest text coverages of 92% and 86%. Nevertheless, it was also found that there is a big gap in vocabulary use between adult and children's corpora. In conclusion, it was suggested that a parental corpus-based word list could be a finely tuned input for children as an alternative to the existing adult English corpus-based word lists.

# Comprehensive approach to L2 reading fluency assessment

Jihye **Shin** & Jesse **Conway**  
Northern Arizona University  
Nagasaki University

Reading fluency is typically assessed through oral reading, during which one reads aloud a given text. The National Reading Panel (2000) and research community define oral reading fluency as the ability to read with accuracy, speed and appropriate prosody. However, the most commonly used measure for reading fluency is a words-correct-per-minute (WCPM) score, which reflects only reading accuracy and speed. The prosody aspect is often neglected in classroom assessment as well as in research, creating a mismatch between definition and assessment. This mismatch can lead to a construct under-representation from a research perspective and misguided instructional practice from a teaching perspective. Relying solely on WCPM scores may paint a distorted picture by overemphasising accuracy and speed, projecting the idea that fluent readers simply read fast, thereby granting a corresponding privilege to accuracy and speed in instruction possibly at the expense of comprehension. Taking a more comprehensive approach to measuring reading fluency, we propose a method that combines an objective (i.e. WCPM) and a subjective measure using a rubric to bring prosody into the equation. Two reading prosody rubrics will be introduced and future directions will be discussed in light of incorporating all three components of reading fluency into assessment.

# Process drama for communicative language teaching

Mijeong **Shin**

International Graduate School of English

Communicative competence has been a centre of interest in teaching and learning English over the last few decades, calling for new approaches and methodologies to meet the ever-growing needs. This workshop introduces one of the most powerful and effective methods to help learners to develop communication skills: process drama (PD). According to Kao & O'Neill (1998), PD involves no pre-written scripts; it invites learners to a fictional world created by both students and teachers, then has them experience a series of improvised situations. While the drama is unfolding, students encounter unexpected discourse and improvise the situation together. This whole process promotes purposeful language use and negotiation of meaning; namely, PD facilitates effective communicative language learning. This workshop will invite participants to a story, *Revised The Three Little Pigs*, and provide them with hands-on experience of a PD lesson.

# **Examining the underlying constructs of narrative and integrated reading-to-write tasks**

Sun-Young **Shin**  
Indiana University

Developing and mastering skills engaged in academic writing is crucial in academic success in a higher education context. Recently, reading-to-write tasks have commonly been used to assess ESL learner's academic writing ability to better replicate real-life tasks in academia (Ewert & Shin, 2015). However, given that various underlying knowledge and skills are utilised in different academic writing tasks (Shin & Ewert, 2015), it is important to understand to what extent different language skills account for diverse academic writing task performances. To this end, this study examines the underlying constructs of ESL narrative and integrated reading-to-write tasks. Hierarchical multiple regressions were performed to ascertain the significance of different language skills on the holistic writing scores of the narrative and integrated writing tasks of 516 ESL students, who were mostly Chinese and Korean university students. The findings indicated that TOEFL iBT speaking and writing scores contributed significantly to predicting narrative writing scores, and as to reading-to-write scores, TOEFL iBT reading scores along with speaking and writing scores contributed most to the prediction, suggesting that academic reading skills appeared to tap into the reading-to-write task as intended and highlighting the value of using multiple academic writing tasks.

# **Indonesian TESOL-students' experiences communicating with native Irish in Northern Ireland**

Ezis Japar **Sidik**  
UNTIRTA, Indonesia

Irish English is another phenomenon of global Englishes. For many non-native speakers, communicating with Irish English speakers might be quite challenging due to the unique features of the variant compared to English learnt at schools. Irish English is also not accommodated into education 'curriculum' policy in many EFL contexts, such as Indonesia which prefers mainstream American or British English. To look this closely, the present study explicates how non-native English speakers view their experiences and challenges during their communication with Irish English which is different from the one learnt at host schools. For this purpose, the study takes interviews with six Indonesian teachers studying in a TESOL program at a university in Northern Ireland. The interview focuses on three areas: their experience and challenges during communication, the adjustment process, and future teaching aspirations. The results show that all interviewees view their initial difficulties during communication with the Irish, but they can finally adjust after a period of time. Reflecting on this experience, they assume the necessity of curriculum policy to accommodate diverse Englishes at schools. This inclusion is aimed to raise students' awareness of English varieties worldwide and support flexibility in communication rather than just committing to an English variety: American or British English.

# Increasing students' achievement using cooperative and online learning in Semarang Polytechnic, Indonesia

Lusia Maryani **Silitonga** & Budi **Dharmawan**  
Semarang State Polytechnic, Indonesia  
Jenderal Soedirman University, Indonesia

The rapid globalisation comes in many countries, including Indonesia which is well known as the country with the third-largest population in the world. One of the strategies to face this condition at the university is by teaching students about other cultures. Teaching a course on cross-cultural understanding to students from many ethnic groups in Indonesia is challenging since they also have different cultures. The old way of teaching at the university, i.e. teacher-centred learning, is proven not effective in increasing student's' achievement in this course. We used the Student Teams Achievement Division (STAD) cooperative learning model by using one of online learning facility, i.e. Edmodo, to discover the students' learning interest and competence by improving their activity in the study. The research showed that before using the STAD model by using online learning, students' learning interest was less than 50%. Then, after the model was applied, the students' learning interest increased to 77.5 % in the first cycle and increased again in the second cycle to 87.78%. The percentage of competence in the second cycle was 88.78%, while in the first cycle it was 64.86%. We conclude that students who are weak in interpersonal intelligence could have more advantage in intrapersonal intelligence.

# **Improving students' ability in finding the main idea through a 'step-by-step' model**

**Nur Simin**

Muhammadiyah University of Parepare

One of the difficulties faced by students in reading comprehension is distinguishing the main idea from supporting details. Therefore teachers must find an appropriate strategy to improve their students' ability in finding the main idea. Professor Arsyad has developed a 'step-by-step' strategy in teaching his students at IAIN (UIN) Alauddin Makassar. It is interesting to adapt this strategy as a model in teaching reading at schools. This study investigated whether the strategy is applicable in improving the students' ability to find the main idea. Through the pre-experimental with one group pre-test–post-test design, this study was carried out on the students of State Vocational High School 1 Palopo with 30 randomly chosen students of Grade 12 as the sample. The data were analysed by t-test analysis and it was found that the value of t-test was greater than t-table. It means that the step-by-step approach is applicable in improving the students' ability to find the main idea. Through this approach, the students are gradually guided to find the main idea from the simplest to the most complicated one, from grouping words, sentences and paragraphs to build up a comprehensive understanding.

# Teaching academic writing in the era of Google Translate

Frances **Sinanu**

Universitas Kristen Satya Wacana

In this era of digital technology, one of the increasingly important tools that people use is a machine translation (MT) tool such as Google Translate (GT). More and more people, especially for academic purposes, rely on MT tools to produce second language writings. Some have argued that with the improved ability of MTs to accurately translate texts, language teachers should befriend MT tools, such as GT, and not consider them as a threat. This paper introduces an innovative teaching technique, adapted from the studies of Kim (2011), Grovesa and Mundt (2015) and Gianetti (2016), to use GT as a tool in an academic writing class. This paper also discusses how GT as an instructional tool has helped the students with their language awareness and foreign language literacy and has allowed students to see their writing more objectively. Finally, this paper suggests developing a more systematic instructional design to use GT as well as training language teachers to use GT as an instructional tool to support their students' language learning.

# **English language economics in context of India: Issues and challenges**

**Jasbir Singh**  
University of Jammu

The Eighth Schedule of the Indian constitution lists 22 languages as scheduled languages with recognition, status and official encouragement, besides recognising English as the official language along with Hindi. However, due to the diversity in the country English has overtaken Hindi not only as the official language but also as the link language and the language for imparting education. Over a period of time fluency in English has been linked to elite status, better jobs, higher wages, etc. This paper based on Francois Grin's concept of 'language economics' highlighting the six issues – the relevance language has for economic processes, human capital, social investment, policy, wage distribution and the general market – underscores the economic attractions for Indians to learn English, specifically English, as a means for economic competence and occupational rise, facilitating business services, and mobility, thus opening up avenues for both demand and supply.

# Investigating pragmatic awareness of EFL learners: Thai air force cadets

Wanicha **Siraranghom** & Wisut **Jarunthawatchai**  
Royal Thai Air Force

This paper reported on the results of pragmatic awareness of EFL learners (Thai air force cadets). The participants were 20 first-year cadets of Navaminda Kasatriyadhiraj Royal Air Force Academy (NKRAFA). The instrument was a multiple-choice discourse completion test (MDCT) which consisted of two parts of multiple choice and an explanation part. Constructed under the factors of familiarity and social status, the MDCT comprised five speech acts (requesting, complimenting, compliment responding, apologising and suggesting). There were six situations with two different factors in one speech act (30 total situations). The results were analysed and presented in the form of the mean number of participants who selected the right answer in each situation. The participants had the highest awareness in the speech act of suggesting (mean score=15.67) and the second highest awareness in the speech acts of requesting and complimenting responding (mean score=14.67). The third highest awareness was in the speech act of complimenting (mean score=14.50). However, the participants had the lowest awareness in the speech act of apologising (mean score =13.00). In the explanation part, the results revealed that the two factors of familiarity and social status affected the participants' word selection while delivering speech acts.

# **Counselling psychology's impact to promote English-speaking skills of adult learners**

Mahendran **Sivarajasingam**  
James Cook University

This very small-scale exploratory and mainly qualitative research (qual–quan) study seeks to examine how non-native adult speakers of English (NNASE) can be motivated to speak English as a foreign language (EFL) more and better via the utilisation of counselling psychology rather than through traditional teaching methods over a 3-month period of English language lessons in a classroom environment. It is just one more drop in the ocean of knowledge in adult education all over the world. The approach taken in this study resembles the oral approach and situational language teaching (Hornby, 1950), but it is more than those traditional methods used from the 1950s through the 1960s in British and Australian schools and involves a combination of the communicative language teaching (CLT) approach (Brumfit & Johnson, 1979) widely used from the mid-1970s to the 1980s, the task-based language teaching (TBLT) approach (Foster & Skehan, 1996) and counselling learning techniques (Curran, 1976); the last of which has still not been explored much (there is not much literature on this approach at present), and there is a lot of scope for further development in that area of teaching and learning vis a vis NNASE the world over.

# **Designing the English language curriculum in an EMI and ELF environment**

**Tatiana Skopintseva**  
New Economic School

The New Economic School is a leading school of economics in Russia and Eastern Europe. NES graduates build careers in prestigious international and Russian companies; continue their studies towards Ph.D. or MBA degrees at top universities around the world. NES faculty embraces Russian, native and non-native English speaking professors, for whom English is the only medium of instruction and communication. Although EMI has been essential to elevating the institution to international standards, it still remains an ongoing challenge to students and faculty alike. The English curriculum has been moulded as a result of the synergy of American and Russian ELT professionals to meet the needs of the EMI and ELF university environment. English courses foster the enhancement of major language skills with emphases on writing and speaking. While acknowledging critical differences between graduate and undergraduate studies in terms of learning goals, content and organisation, MA and BA English instructors alike strive to embrace a common teaching philosophy. In the talk, we will trace back the development of the English curriculum across the NES and address specific implications for English curricular designers who aim to achieve international standards of excellence in teaching in an EMI context.

# **Interactional dynamics in teacher-student online writing conference at Korean university level**

**Lee So**

Hankuk University of Foreign Studies

English as a foreign language (EFL) students in higher education have been required to write English for academic and communicative purposes. They place a high importance on teacher response or feedback as they consider it reliable and helpful for the improvement of their writing ability. An online writing conference, a one-to-one teacher-student writing conference conducted online, can provide students with the opportunity to negotiate meaning and discuss writing problems. This study explores the interactional dynamics between the teacher and students during the online writing conference and its impact on the students' writing ability and affective attitudes. The subjects of the study are 50 Korean EFL students in academic English writing classes in two Korean universities. Data collection instruments are the teacher-student response documents, reflective journals, classroom observations and the questionnaire. The results of the study are as follows. The teacher tended to respond to students' writing problems in indirect ways, and the students appeared to find solutions and alternative expressions using diverse online resources. The students asked questions and checked their understandings in the online writing conference. They actively incorporated teacher feedback in the revision and perceived the online writing conference as helpful and convenient. Based on the results, pedagogical implications are suggested.

# Assessing college-level English of secondary school graduates

Soepriyatna **Soepriyatna**  
Sampoerna University

There has been growing concern over the quality of English instruction in Indonesian high schools (Mustafa, 2001; Marcelino, 2008; Larson 2014). Although the goal is the ability to communicate in English (Kemendikbud, 2016), few graduates can communicate in it intelligibly (Lie, 2007). They are expected to use English to learn other subjects at college. However, it is uncertain whether this expectation has been materialised. A case in Sampoerna University (SU) indicates that almost 80% of students entering SU did not pass the English college readiness test. The score places them in developmental English before they can take college-level courses. This raises the question of why they do not have college-level English. This research will respond to that inquiry by answering the following questions: 1) In which language skills are most of the graduates deficient? 2) Are they prepared for those skills? Is there any correlation between high school exit requirements of English language mastery and entry expectations of college-level English? A case study that involves data collection through documents, reports and interviews with students of SU intake 2017 will be used as the research method. The findings will improve the alignment of English learning at high school with college entry expectations.

# Why Japanese learners often use -ese people 'nouns'

Hiroaki **Sone**  
Miyagi University

Japanese learners often use a 'noun' denoting a person/people of an ethnicity that ends in ese (hereafter, EPN = -ese people noun), particularly in a singular use, although a rather large percentage of native speakers feel, except in certain cases, it is not well-accepted. This research examined the use of EPNs by Japanese students and ones in other Asian countries and regions, postulating one cause of the above-mentioned problem with the Japanese learners. Furthermore, it surveyed native speakers in the U.S. for the tendency of their use of EPNs. In all, 59.5% of the Japanese students surveyed felt a singular EPN is used idiomatically while only 22.2% to 45.1% of other Asian students felt the same. Although the examples in the government-approved junior high school textbooks in Japan use EPNs naturally, it was found that most of their glossaries explain that EPNs can only be used as nouns meaning a person/people of an -ese ethnicity. It was suggested this could be a cause of the problem with Japanese learners. The U.S. survey revealed that EPN phrases meaning a smaller number of people were not accepted by many. It was suggested that learners in Japan should only be taught restricted use of EPNs.

# **Effects of task repetition on EFL students' attentional allocation and English speaking**

**Bongsun Song**

Goyang Dongsan High School

As an effort to find a way to implement task-based language teaching in an EFL class, this study investigated how Korean EFL students' attentional allocation changes during task repetition and how this change is related to their speaking task performance. Four groups of Korean high school students performed a picture-based storytelling task under different repetition conditions. This paper focuses on only one group of 10 students who repeated the same task without any intervention for four weeks at weekly interval and then performed a new task. Participants' task performances are analysed in terms of fluency, complexity and accuracy. Their same task performances are compared with one another to see the effect of task repetition and with their new task performance to explore the transfer effect of task repetition. Students' retrospective interviews, which were conducted right after each performance, are transcribed and categorised in order to look into the change of their attentional allocation during planning and performance for each task. Learners' affective domains are also explored to see how they are affected by task repetition. This paper will present the results with learners' speaking samples.

# Harmonising global World Englishes in ESP: A case of Tourism and Convention English

Kyong-Sook **Song**  
Donggeui University

In the era of globalisation, new forms of English, born of new countries with new communicative needs, should be accepted into the marvellously flexible and adaptable galaxy of “Englishes” (Strevens, 1980, p. 90). An approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning is ESP (Hutchinson & Waters, 1987, p. 19), and one of the sub-branches of ESP is Tourism and Convention English. Korean university students encounter global citizens of a wide variety of sociocultural backgrounds, and consider their proficiency in English as a key to their social moves and career success. This paper explores how to implement and harmonise World Englishes in the Tourism and Convention English classroom by utilising various multimedia resources, and discusses how to empower learner’s’ global awareness and intercultural communicative competence. This study confirms that the educational demands, changing needs and wants of students should be incorporated in the course design, and that a learner autonomy approach and a project-based learning approach should be considered in the development of ESP courses.

# **Workplace English curriculum design based on blended learning: Application and effects**

**Zhu Song**

Chongqing University of Science and Technology

Workplace English is a vocationally oriented curriculum which aims at equipping EFL learners with necessary workplace vocabulary, communication and literacy skills in general business situations. This optimised Workplace English curriculum, featured in a blended learning mode which dynamically combined flipped classroom, collaborative learning and project-based learning, was applied with the aim to explore a new approach to more efficient and fruitful Workplace English learning experience. In this research, a 2-month teaching experiment, a self-complied questionnaire involving learning motivation, collaborative learning, self-efficacy and learning preferences, and an interview were adopted. During the formal researching session, two same-difficulty Workplace English proficiency tests and the questionnaire were implemented both before and after the experiment to examine the teaching effects and collect data. Also, an interview was carried out to gather feedback and suggestions for this curriculum. Through stratified random sampling, the 86 participants were selected and evenly divided into two classes with similar global proficiency. The findings suggested that the experimental group which the new design was applied to demonstrated higher levels in motivation, learning involvement and self-efficacy, and thus better learning achievement. Therefore, the use of the new curriculum design is feasible to enhance Workplace English teaching efficiency and valuable for further exploration in this field.

# **An investigation on learners' preferences for the English Classroom of the Future**

Zhu **Song** & Hongmei **Zhou**

Chongqing University of Science and Technology

The Classroom of the Future, an optimal learning environment that integrates the physical classroom and the virtual classroom with the assistance of the new learning technologies that are springing up, is an inexorable trend of future education existence. This paper examines the learners' preferences for the English Classroom of the Future, in particular, ESL learners in the U.S. and CSL learners in China. A self-complied questionnaire with ideal reliability and validity was used as the research instrument. This questionnaire collected data on learners' preferences for both the physical and virtual classrooms and consisted of six sub-categories: learning mode preference, teaching content arrangement, learning space design, teacher's instructions, learning psychology, evaluation and feedback. In total, 40 ESL learners and 40 CSL learners were randomly chosen and asked to respond to the questionnaire anonymously, and 77 valid questionnaires were collected. The statistics suggested that ESL learners and CSL learners demonstrated similar preferences in teacher's instructions, evaluation and feedback, while differences with culture hints in learning mode preference and learning space design. Therefore, the Classroom of the Future has already been expected and accepted by all participants, and the optimal design of the English Classroom of the Future deserves further efforts by researchers from different angles.

# **Get it on video: Smartphones for public speaking**

**Kevin Sprague**

U.S. Department of State, English Language Fellow

This workshop will discuss the implementation of a weekly 'video blog' assignment for a public speaking course. It followed a genre-based instruction approach to analyse and create mini-genres of 1–3 minutes in length. These included speech acts such as inviting, apologising, persuading, refuting and many others. These short, focused assignments provided ample opportunities for practice and required a strong understanding of audience, purpose and genre conventions. Small student online groups then provided opportunities to use peer review and self-assessment forms to create meaningful feedback for individuals. A major challenge of teaching public speaking courses in large classes is the limited in-class time for actual practice and feedback. This simple technology 'flip' can go a long way to resolving that issue, helping students focus on specific speaking skills, build confidence and understand their strengths. The presenter will also provide student feedback on the implementation of this approach in his classroom.

# **Speaking naturally: Teaching stress and intonation for better communication**

**Kevin Sprague**

1U.S. Department of State, English Language Fellow

Many students struggle with communication in part because they have not learned proper use of intonation and stress. Using micro-lessons to provide focused intonation training can improve communicative ability and confidence. When pronunciation is taught, the focus tends to be on vowels and consonants, but research shows the prosodic features of pronunciation have a larger impact on communication. Participants will learn about the stress-timed nature of English with a series of chants, practice word and sentence stress with partner drama exercises, learn about the rules of speech reductions and predict them in sentences, and use short videos of natural speech to improve speaking. The speaker will simultaneously provide ideas on how to spread these skills to students through micro-lessons of 10–20 minutes each.

# Identifying and responding to 'at risk' university students.

Peter **Sturman** & Venissa Wen **Chen**  
University of Nottingham Ningbo China

For many reasons, not all students are initially successful at university. Some find the transition from high school difficult, some are distracted by all the non-academic possibilities at university, some find that their expectations of university life are not matched by reality, some have unpredictable personal issues and some simply do not put in the amount of work that they need to. In the first year at the University of Nottingham Ningbo China, two groups of students have been recognised as being 'at risk' – those who have failed one or more modules in the previous year and have to retake them, and those who have failed one or more modules in the first semester and may be struggling to cope with the second semester. In 2016–17, a programme called 'Back On Track' was developed to support retaking students, and the coaching and mentoring principles developed for this programme have been incorporated into support provision for all first-year 'at risk' students in the 2017–18 academic year. This paper will discuss the principles and approaches used at UNNC to support 'at risk' students and the evolution of the programme.

# The effect of imagery strategy on students' writing skill

Syamsuduha. S **Suardi**, Satria **Syata**, Rosdiana **Rosdiana** & Munawwarah **Nasrullah**  
Muhammadiyah University of Parepare

This research attempts to find out the possible effect of imagery strategy on students' writing skill. One of the biggest problems faced by students is that their writing is not comprehensible because ideas are not clearly stated and sentences are not well organised. This research applied a quasi-experimental design with a two-group pre-test and post-test design consisting of 70 students from two classes: XI IPA 1 as control class and XI IPA 2 as experimental class. The instrument used was a writing test. The results of the data analysis showed that the students' writing skill had improved. It was proven by the mean score of pre-test was 61.08 and the post-test was 76.34. The results indicated that the effect of imagery strategy could develop the students' writing skill. Given the positive results, the present research argues that imagery strategy could be useful and effective in English as a foreign language teaching. However, additional research is needed to contribute to the knowledge base of this strategy.

# Use of the CEFR-J reading scales to develop a level-specific reading test

Megumi **Sugita** & Yasuko **Ito**  
Kanda University of International Studies

The CEFR-J is an adaptation and extension of the CEFR which was developed for Japanese learners of English at the primary, secondary and tertiary levels. It went through a series of validation processes to ensure the quality and the order of the can-do descriptors. However, there is still a pressing need to examine if the descriptors of the scales can serve as a framework for test development. In this study, an English reading test was developed based on the level specifications of CEFR-J A1.3 through B1.2. The texts and items went through rigorous piloting procedures for their pertinence to the descriptors and their statistical quality. The final version was administered to over 300 English learners at a Japanese university, and the scores were subjected to Rasch analysis and Bayesian hypothesis testing to examine 1) if the test items are correctly rank-ordered according to their intended levels and 2) if each level with the pre-classified items is correctly rank-ordered. The results indicate that with a general progression of item difficulty, the levels were statistically different, suggesting that the specifications of the CEFR-J reading scales be considered sufficient to help construct a level-specific test.

# **English textbook cultural contents and teacher's challenges in teaching them**

**Bibit Suhatmady, Nur Hikmah & Desy Rusmawaty**  
Mulawarman University

This research aims to uncover the cultural categories, namely target, local and international culture, that are embedded in an English textbook for junior high school and the teacher's challenges in teaching them in the Indonesian context. To reveal the cultural categories, the textbook was analysed by means of content analysis. To see the teacher's challenges in teaching the cultural content, we conducted an interview and a classroom observation. The results revealed that 81.58% of the textbook contains implicitly cultural elements. The interview and the classroom observation uncovered the challenges faced by the teacher when teaching cultural contents, such as inappropriate context, the teacher's lack of cultural knowledge and the students' lack of cultural awareness.

# **Multimodal communicative competence of Indonesian secondary school teachers and prospective teachers: Implications for teacher education in ELF**

Didi **Sukyadi** & Budi **Hermawan**  
Universitas Pendidikan Indonesia

In today's world where English has truly become a lingua franca (ELF), our ways of communicating including in the classroom context tend to be multimodal. However, studies on multimodal competence seen from teachers' perspectives are fewer than those done from students' point of views. The present study reported the multimodal communicative competence of both English teachers teaching English at secondary schools in West Java and prospective teachers studying English at a state teacher education university in Bandung. Fifty secondary English teachers responded to an open-ended questionnaire designed to reveal their understanding about multimodal communicative competence concepts and practices in their professional lives. In addition, 32 master's students completed a closed-ended questionnaire asking about their knowledge and understanding of multimodality concepts and their agreement on multimodal analysis of a picture. The results show that secondary English teachers had an emergent tacit understanding about multimodality although in their daily professional life they may have already employed it in teaching and learning activities, while master's students had already had an understanding of and readiness to deal with multimodality in the classroom.

# **Analysing economic arguments by means of rhetorical structure theory**

Beiyi **Sun** & Xiaolan **Lei**  
Northwestern Polytechnical University

An economic argumentative text is a concluding summary of research results in the field of economics, which is the result of in-depth analysis of socioeconomic phenomena. Due to its rigorousness in logical terms and complicatedness in structural relations, economic argumentative text tends to present great difficulties in the course of reading, writing and translation. This paper presents an analysis of the RST structure of an economic argumentative text "Insurance in China: Safe or sorry?" by use of RST Tool. The selected text was published in the news magazine *The Economist* in the category of Finance and Economics on 20 August, 2017. This study explores how the economic argumentative text is organised and how to organise such a text through structural analysis based on the framework of RST, so as to enhance peoples' ability to read and write an economic argumentative text.

# Global or glocal? Attitudes towards English and the ideal L2 self of EFL learners

Lei Sun  
Doctor, Lecturer

With intensified globalisation, the global spread of English has made the language a 'glocal' one (Pakir, 1999) serving both global and local needs for native and non-native speakers in intracultural and intercultural communications (Honna, 2001). This paper firstly examined the global and glocal features of English brought by globalisation as well as their impacts on the learning and teaching of English especially the learning motivation. Then, to further explore the relationship between EFL learners' attitudes to English and their *ideal L2 self* (Dörnyei, 2005, 2009), an empirical study was designed and conducted with 1185 students as subjects from 11 universities in mainland China. The findings show that the attitudes towards global English tend to be the most contributing factor for the two aspects of *ideal L2 self* and the particular self-categories. Furthermore, the individual differences would be studied to measure this language attitude in detail including the learners' differences in gender, major, grade and perceived language proficiency. These findings could raise the learners' language awareness and help them develop a positive attitude towards English, which may therefore stimulate their learning motivation with valuable L2 self-goals.

# **An analysis of teacher talk in English classes in rural middle schools in northwest China**

Nailing **Sun**

Lanzhou University of Technology

Informed of a sociocultural perspective on language learning, following the non-participant ethnography tradition of classroom research, the present study explored the English teacher talk within the teacher-student interaction pattern of IRF/E in junior English language classrooms of three remote countryside junior high schools in WeiNan Town, Maji District, Tianshui city of Gansu Province of northwest of People's Republic of China. The subjects for this study were six teachers and their 300 students from three different junior high schools. Through careful and strict observation in the classroom and the statistical analysis of three aspects of teacher talk of six English teachers carried out in 2015 – namely, question types, feedback, teacher talk time – the teacher talk characteristics are explored in detail. These findings will help would-be English language teachers to work in rural areas to better understand the situation of language learning and teaching within the context of rural Chinese high schools and become more conscious of improving classroom interaction through teacher talk.

# **Professional identity construction of English majors in China: A longitudinal case study**

Qifeng **Sun** & Xiangdong **Gu**  
Xi'an Jiaotong University  
Chongqing University

Drawing on Darwin and Norton's (2015) Model of Investment, this study investigates Chinese English majors' professional identity formation. Two questions are proposed specifically: 1) how do English majors in China negotiate their professional identity as language learners and their language as specialty language learners; 2) what factors contribute to the process of professional identity negotiation? To address the two questions, a longitudinal case study is conducted by analysing the 3-year learning journals of an English major from a key comprehensive university in China in accordance with a rigorously developed coding scheme. The findings show that 1) the construction of professional identity is dynamic with struggles and reconciliations; 2) by the end of junior year, the participant has constructed a clear and positive understanding of his professional identity as an English major; 3) 'ideology' and 'capital' are two key constructs in the professional identity construction. More specifically, social and cultural capital plays a role at the very beginning of choosing and learning the major; but ideology in various forms influences the whole learning and construction process. This study may provide pedagogical implications for the reform of English major education in China in particular and in broader EFL contexts worldwide.

# **Student reactions to teacher-student collaborative assessment for oral presentation**

**Shuguang Sun**

Beijing Sport University/ Beijing Foreign Studies University

Teacher-student collaborative assessment (TSCA) proposes that assessment carried out with students' involvement alongside teachers' professional guidance would be a better facilitative method to improve students' speaking and writing. Still in its infancy, research on TSCA has mainly centred on its application and effectiveness in L2 writing. This study investigates the reactions of Chinese university EFL learners to TSCA carried out in assessing their oral presentations, focusing particularly on the factors that might have influenced their reactions. Data collected include students' journals, questionnaires and interviews. The results show that students, irrespective of proficiency level, thought highly of this type of assessment, believing it helped raise their awareness of weaknesses in spoken English and their ability to self-correct surface errors. The students of lower proficiency were more interested in focusing on suprasegmental features (e.g. pauses, rhythm and intonation), which they believed could boost their confidence in speaking. The students of higher proficiency wanted more word choice and grammatical and rhetorical feedback. The results suggest that TSCA, which brought students' involvement, bred active and independent learners. The paper concludes that it is important for teachers to incorporate TSCA into their teaching.

# **English as a lingua franca and identity in an international university: Voices from transnational students in Hong Kong**

**Matthew Sung**  
City University of Hong Kong

This paper reports on a qualitative study that investigates transnational students' perceptions of their language use and identities in an international university in Hong Kong. Data were collected by means of a series of in-depth interviews with a group of international students on their experiences of communicating through ELF on campus. Findings indicate that while the participants were non-native speakers of English, they took ownership of English and claimed legitimacy as speakers of English. In particular, they perceived their own distinct accents as emblematic of their identities and considered it unnecessary and unimportant to modify their accents to be more native-sounding. Moreover, the data suggest that the participants perceived their English-speaking self as distinct from their L1 identity and that the use of ELF opens up a new space where they could experiment with and carve out alternative identities in ELF communication. Furthermore, the participants' use of ELF with other students from diverse linguacultural backgrounds helped them to identify themselves as part of a global village where English serves as a common language for intercultural communication. Taken together, the analysis presents a complex picture of their positive and multilayered ELF-mediated identities.

# **A strategy for assigning e-learning materials to ESL students during summer vacation**

Shigeo **Suzuki**  
Nagoya University

It has been a matter of pedagogical concern to develop or at least maintain the English abilities of college students during summer vacation periods when they are rarely inclined to learn or use English. One feasible solution is to assign e-learning to the students, but if an instructor adopts a laissez-faire approach to this method it may produce outcomes along a 4-part division among the learners: hard-working overachievers, hardworking underachievers, smart overachievers and indolent underachievers. A survey was conducted of 68 freshmen at a college of technology regarding time management, academic achievement, and awareness and control of motivation, based upon learners' log histories on LMS, an online achievement test and a questionnaire before and after the vacation period. Structural equation modelling analysis indicated that maintaining a daily commitment was only slightly associated with positive academic achievement, despite a significant link to mastery-approach goals. The analysis also indicated that intentionally concentrating study just before assignment deadlines predicted achievement significantly, as long as such students adopted performance-approach goals. These correlations suggest that arousing learners' sense of competitiveness, rather than simply attempting to persuade them to nourish a daily study habit, could increase the number of overachievers.

# Exploring teachers' impact on student demotivation in the Japanese EFL context

Yoko **Suzuki** & Takumi **Aoyama**  
Chiba University  
Centre for Applied Linguistics, University of Warwick

In classroom language learning, the teacher is sometimes considered as a demotivation factor in the EFL context (Kikuchi, 2015). On this point, Dörnyei and Ushioda (2011) argued that language teachers have effects on students' language learning process both in positive and negative ways. In particular, teachers' inherent characteristics such as personality are dynamic factors and they directly affect learners' learning process. In addition, Ushioda (2009) indicated the importance of the relationship between the 'persons' and the contexts and emphasised the necessity of investigating a learning context to clarify the specific language learning situation. Therefore, considering those discussion around demotivation and the situated nature of language learning motivation, this study reconsiders the dynamics of demotivation in language classroom drawing on Ushioda's (2009) person-in-context relational view. The study explores the language learning process of learners who had demotivation experiences attributed to the teacher's personality. The study adopts a retrospective approach to elicit informants' learning experience regarding the teacher's personality in their English classes. Data were collected through semi-structured interviews and were analysed qualitatively. Based on the results, our talk discusses the influence of the teacher's personality in the English classes, and considers the role of English teachers in the language classroom.

# **ELENA based on the CALLA approach in enhancing student's comprehension in introduction to linguistics**

Frimadhona **Syafri**  
Semarang State University

The study focuses on the use of online learning – ELENA based on the CALLA approach – in enhancing students' comprehension in Introduction to Linguistics. Semarang State University has a website that is named ELENA (electronic learning aids). Using e-learning by web provides information on the course that will be real time and interactive. In addition, using ELENA based on the CALLA approach in the course also provides the students with an academic language function in learning. The subjects of the study were students in the fourth semester in the English department. Direct observation and recording were done to gather the data which were transcribed, identified, classified, analysed and interpreted to gain the answer to the research problem. The problem posed in the research is "How does the use of online learning – ELENA based on the CALLA approach – as a medium enhance students' comprehension in the Introduction to Linguistics course?" Based on the overall data analysis and interpretation, the use of ELENA based on the CALLA approach as a medium can improve the students' comprehension in learning linguistics concepts.

# **Application of mapping and practising, with instructional materials based on the curriculum**

Eny **Syatriona**

UNISMUH Makassar, South Sulawesi, Jl. Sultan Alauddin, Makassar

The English proficiency of Indonesian secondary school students is below standard. The low proficiency may come from poor teaching materials that do not meet the students' needs. The objective for English teachers is to improve the English proficiency of the students. The purpose of this study is to explore the application mapping, practising, using (MPU) strategy with instructional materials based on the school curriculum towards the English achievement of Indonesian EFL students. This paper consists of a needs analysis, design, development, implementation and evaluation of creating instructional materials through deep discussion among teachers of secondary schools. The subjects were six English teachers and students of three classes at three different secondary schools in Makassar, South Sulawesi, Indonesia. Pre-test and post-test design was administered to see the effectiveness of the MPU strategy. Questionnaires were administered to discover the teachers' and students' perceptions of the instructional materials. The results indicate that the MPU strategy is effective in improving the English achievement; instructional materials with different strategies improve the English achievement of the students. Both teachers and students argue that the presented instructional materials are effective to be used in the teaching and learning process to increase the English proficiency of the students.

# **Video portfolios: Enabling language learning by engaging learner autonomy**

**Joe Sykes**

Akita International University

This presentation describes and evaluates the use of video portfolios to provide a pedagogical framework and a primary means of assessment for a freshman undergraduate EAP speaking course in a Japanese university. A learner's video portfolio is a collection of video clips filmed and edited by the students (using their mobile devices) for the purpose of demonstrating what they are capable of in reference to course objectives. It is used in lieu of traditional assessment tools such as exams and assessed presentations. The project was born of a need for a framework within which the often conflicting goals of making learning transparent and engaging the autonomy of learners could be met. The qualitative evidence of the learners' performance provided by video portfolios affords a high level of transparency for learners and assessors alike. The self-assessment and reflection inherent in creating the portfolios appeared to encourage learners to take responsibility for their own learning, which, in turn, led them to seek further opportunities to practice using English outside the classroom. After providing an overview of the video portfolio framework, the presentation will discuss the outcomes based on perspectives of students and teachers, along with extracts from the video portfolios.

# **Bridging the gap in nursing students curriculum at university level**

Sachiko **Takahashi**, Rie **Ikeda** & Mieko **Yamaguchi**  
Okayama Prefectural University

The area of English for specific purposes (ESP) has been the focus in learning and teaching English. Higher educational institutions have found it challenging to bridge the gap between English for Academic Purposes (EAP) and ESP. In Japan, more than 99% of primary and secondary schools employ Japanese as the first language when delivering content. Yet, given globalisation, students are encouraged to utilise the four language skills of English at all school levels. However, the curriculum to bridge this gap is inadequate as very few students overcome the language disparity. This study focused on nursing students who successfully bridged the gap at the university level. Students who participated in a study abroad program were observed and requested to complete a questionnaire prior to and after the program. The findings of the post-program questionnaire revealed that these participants possessed higher motivation in learning both the language and content which also improved their attitude towards learning. Additionally, the results clarified the curriculum's weakness, as most students could not afford to study abroad. This study explains the strengths and weaknesses of learning English content and offers a better alternative for motivating students to study abroad.

# The relationship between listening to sounds and expanding semantic knowledge

Sachiko **Takahashi**, Sanae **Yoshinaga**, Akio **Shimogoori** & Yoshiko **Mushiake**  
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People believe that a close relationship exists between listening to sounds and language acquisition. However, few studies have presented evidence of this relationship. Moreover, none have focused on a collaborative discussion with children, which might improve their language-learning abilities. This study tried to determine the extent to which preschool children could expand their semantic knowledge in their first language by collaborating in a small group after listening to sounds. Twenty-four preschool children participated in this study. They were divided into eight groups and were asked to listen carefully to two sets of previously prepared sounds, each consisting of four distinct types of sounds. Both sets were developed to tell one story. After listening to all the sound sets, the children were asked to discuss and recall the order and content of each set. They were allowed to speak freely in a peer group and occasionally received positive feedback from the researcher. The results show that all groups actively discussed and then clearly recalled the order and content of the story by working together. This finding implies that preschool children might also expand their semantic knowledge in a second language if input is properly delivered.

# Processing digraphic text (Cantonese-English) in social media settings

Janessa Pui Ling **Tam**, Michelle **Chui**, Hoi Tai **Lau** & Philip **Monahan**  
University of Toronto

Intra-sentential code-mixing of English letters with Chinese characters has become increasingly prevalent amongst 15–34-year-olds in HK/Macau, particularly in social networking. The impacts of code-mixing during reading are less well understood, especially for distinct orthographic systems. Using self-paced reading, we measured the effects of English-written particles in different sentential positions. Sixty-four native Cantonese speakers from Hong Kong University read 160 sentences word by word; the amount of time it took to read each word was recorded. Target sentences were constructed with four conditions. Each sentence had two particles (P1 and P2), which were presented in either Chinese or English characters. We found a reading time slowdown when P1 was Chinese and P2 was English. Encountering one particle in Chinese leads readers to expect all particles to be written in Chinese. Alternatively, we found no effect at P2 when the P1 was English. An English-written particle earlier in the sentence did not prime readers for another English-written particle. Overall, slowed reading as a consequence of code-mixing were minimal, suggesting that it does not introduce much difficulty to readers. This is likely due to the frequency of code-mixed text and early exposure to English, which may countervail any potential effects of code-mixing.

# Examining what happens in a reading class in Myanmar and Nepal

Tan Bee Tin

University of Auckland, New Zealand

Along with globalisation, language teaching methodologies such as communicative language teaching have been exported to various contexts. What teachers do in EFL classes has often been judged as 'poor' and 'lagging behind' what research and theories say they should be doing. Such judgement is often made without taking context into consideration. This presentation examines what happens in a reading class taught by two teachers working in peripheral, less-advantaged contexts. It describes and discusses the legitimate practices and language learning opportunities that have emerged in those teachers' practices as a response to contextual constraints and realities. While the first teacher (from Nepal) conducted a reading class where over half the class had no reading texts, the second teacher (from Myanmar/Burma) conducted extensive reading in an intensive manner. Both those teachers' practices seemed to fall short of what research and theories of teaching reading would indicate. However, a closer examination shows that other opportunities and alternative pedagogies have emerged through their practices. The presentation discusses how good language teachers, being sensitive to the features of the environment, are able to not only maximise affordances but also use constraints inherent in the environment to generate alternative practices and opportunities for language learning.

# **Learnability and pedagogical implications: An acquisition-based evaluation of English textbooks in China**

Xiaofei Tang

Wuhan University of Technology

L2 acquisition cannot occur without input, and textbooks serve as the primary form of input for learners, especially in the FL context. In mainland China, ESL learners have little or no natural exposure to the target language. Textbooks are the main source of L2 exposure for learners. Therefore, it is essential to write textbooks based on language acquisition principles. Currently, the majority of evaluation studies on textbooks address the potential value of textbooks, the actual effects of textbooks on users, and the pragmatic information and the authenticity of textbook contexts. Only a few studies have adopted the SLA theories to evaluate textbooks. This presentation reports on a study designed to fill this gap by examining whether the sequencing of grammatical structures in four sets of primary-school ELT textbooks widely used in China is compatible with the natural sequence of L2 development given these textbooks. Motivated by processability theory (Pienemann, 1998, 2005), this study conducts an analysis of the grammatical foci in the textbooks and an 'emergence analysis' of oral production by targeted pupils. Major findings revealed a partial consistency between the grading in textbooks and the natural sequence of L2 development. Implications for instructed SLA and textbook development are also discussed.

# Understanding identities of university English lecturers in mainland China

Mark Feng **Teng** & Peter **Huang**  
Hong Kong Baptist University

In China, a lecturer is an academic rank below associate professor. While recent education reform has increasingly focused on the professional practices of lecturers (Teng, 2017; Tian & Lu, 2017), the identity development of university English lecturers – who play a pivotal part in the development of teaching, research and teacher education – becomes an emerging topic in higher education. The present study, drawing upon communities of practice (Wenger, 1998), aims to bridge these gaps, with a focus on using identity as an analytical lens to examine the identity construction experiences of one group of university English lecturers in the contested and ever-shifting contexts of teacher education and higher education in mainland China. Data were triangulated through narrative frames, interviews, group discussions and documents and were analysed through the ‘bottom-up’ and ‘top-down’ approaches. The findings revealed a wide array of identity options that the participants chose to identify themselves with. Identities included ‘guide’, ‘innovator’, ‘bottom-line worker’, ‘teaching machine’, ‘factory-line worker’, ‘fisherman’ and ‘a researcher that lives in a haze of whisky’. The present study adds new knowledge to the complex and contested nature of lecturer identity, which is often ignored in research on teacher education.

# **An ELF-informed approach to teaching listening and speaking in our glocalised world**

Nathan **Thomas**  
University of Oxford

Calls for incorporating Global Englishes and English as a lingua franca (ELF) into ELT pedagogy have been increasing in recent years. Researchers have established why it is necessary to deviate from prescribing native-speaker norms in favour of more glocalised varieties of English. These varieties allow learners to retain their local identities while still being intelligible in the greater global context. Although teachers may be in support of this ideology, designing and implementing courses and classes that adhere to it is a more difficult endeavour. This presentation will describe an ELF-informed approach to teaching listening and speaking based on three important aspects: an awareness of Global Englishes, receptive competence and productive competence. First, a review of the research is essential for understanding why an ELF-informed approach is necessary at this time. Second, a demonstration will be given about how to set up such an approach using technology, either as stand-alone course or as part of an existing course. Finally, it should be noted that this is a practitioner-oriented presentation aimed at teachers looking to expand on traditional approaches to teaching listening and speaking; however, researchers interested in Global Englishes and/or ELF will find the information presented useful in generating ideas for future studies.

# **Understanding, adjustment and achievement: Intercultural attitudes to academic integrity and plagiarism**

Alexander **Thorpe**  
Phoenix Academy

This study examines the challenges faced by students wishing to study at a tertiary level in English-speaking countries – in particular, the differences in cultural attitudes to collaboration, academic integrity and plagiarism. This paper examines two cohorts of young adult students from Asia (China, Japan, Vietnam, Thailand and India) on pathways to university study in Australia. Through surveys, journal-writing and discussion, their understanding of academic integrity – both in their countries of origin and in Australia – is evaluated, and common areas of difficulty are identified. As a complement, a review of techniques and approaches to teaching students about Australian academic attitudes to plagiarism is included, examining the most effective ways to help students understand the cultural background and ideals that have shaped current attitudes, as well as the possible penalties that could result from plagiarism, whether accidental or intentional. Throughout, this study aims to perpetuate the understanding that different cultural approaches to academic integrity are simply the reflection of a variety of histories, attitudes and systems, and that the current global popularity of the ‘Western’ ideal does not necessarily imply its superiority.

# **On cultivating college students' practical competency based on 'English Public Speaking' course**

**Li Tian**

Tianjin University of Finance and Economics

Aiming at the inadequacy of college students in practical competency, this paper offers suggestions for practical competency cultivation based on daily teaching and learning, and the course 'English Public Speaking' is a typical representative to achieve this goal. This paper also explores how the 'English Public Speaking' curriculum helps English majors specifically cultivate practical competency in terms of comprehensive aptitude in using English, English-learning capacity, problem-solving ability, critical thinking and cross-cultural communication, assisting students grow into quality-orientated talents with both knowledge and competency. In order to achieve this goal, multiple roles of students – e.g. listeners, public speakers, judges, question masters – during the teaching and learning of this course will be transformed in the discussion of this paper, which also expounds the feasibility and necessity of an 'English Public Speaking' course expanded into non-English majors.

# English for general academic purposes at a Japanese university

Masanori Tokeshi  
Meio University

This study examines, in relation to can-do descriptors for English, the following: effects of the course Basic Academic English, correlations between English proficiency and self-ratings, comparisons of proficiency ratings in the four language skills, and evaluations of the can-do descriptor difficulty order. Participants in the study consisted of sophomores ( $n=114$ ) who were enrolled in six university Basic Academic English classes. An identical pre/post can-do descriptor questionnaire (Qs=88) was administered to the participants and examined areas that included both academic skills and the four language skills (20 each). An analysis of the data revealed the following four points. First, pre/post self-ratings were found to be statistically significant ( $p<.05$ ) which suggests that the 'Basic Academic English' class had a positive effect. Second, the correlation of the four language skills between the level-based classes and self-ratings was predominantly significant ( $p<.001/ p<.05$ ). Third, the can-do achievement ratings among the four language skills revealed that listening was rated the highest while writing was rated the lowest. Lastly, the study found that some of the can-do descriptors did not correspond to the progressing level of difficulty in the framework. Specifically, can-do writing descriptors displayed no regular patterns of increased difficulty.

# **Cultivating students' critical thinking skills through a digital storytelling project**

**Sean H. Toland**  
Nanzan University

The ubiquitous and pervasive nature of mobile devices has exposed English language learners (ELLs) to a continuous surge of digital data such as Instagram photos, social media updates and fake news stories. Thus, it is vital that 21<sup>st</sup> century ELLs be able to critically scrutinise the online material they receive. In this presentation, the researcher will discuss how he incorporated critical thinking and communicative elements into an action research project involving Japanese university students. First, the participants viewed and analysed a socially conscious digital presentation. Afterwards, each pair selected a topic that focused on a social issue. The duos created a storyboard plan that included a script as well as images and video clips. Video editing software was then used to merge the visual components and students' voices into a short digital storytelling video. The collaborative creations were uploaded to a private YouTube channel and shared during a classroom mingling activity. Interviews and an analysis of the videos were conducted to ascertain the participants' perceptions and to see if the project enhanced their critical thinking and communicative competencies. The researcher will also show how this practical activity can be integrated into a wide variety of instructional settings.

# **Validating the Listening component of the Vietnamese Standardised Test of English Proficiency**

**Diep Tran**

Victoria University of Wellington

The Vietnamese Standardised Test of English Proficiency (VSTEP) is a test designed to suit Vietnamese learners of English and the context of English use in Vietnam. Since it was officially implemented in March 2015, VSTEP has played an important role as an entry and exit test of English proficiency in higher education. Although the validity of the test is a considerable concern, research on VSTEP so far has been limited to its social impacts, rather than different aspects of its validity. This study takes a quantitative approach to validating the VSTEP's Listening test. It explores the item quality, reliability and validity of the test with classical item analysis and Rasch analysis. The data for this study are the results of 124 test-takers who sat the VSTEP examination administered by a university in Vietnam in February 2017. It was revealed that the test's reliability was not at an acceptable level and many items should be subjected to revision or elimination to improve the test's validity. The overall quality of this Listening test could be improved by a better understanding of the construct, better written multiple-choice items and a well-developed procedure for test design and validation.

# **E-learning in EFL classes: Exploring teacher and student perceptions of e-learning on motivation and performance**

Hui-Ju Tsai

Language Centre, National Taipei University

A considerable number of studies in Taiwan have shown a positive impact on e-learning in EFL classes for two decades, and the results have indicated strong correlations between students' perceptions of e-learning and their performance. However, there has been only little research focusing on how teachers' and students' perceptions of e-learning may influence student motivation and their learning outcomes in higher education. Therefore, the main aim of this paper was to examine the relationships between teachers' and students' perceptions of the e-learning experience, students' language learning motivation and their learning outcomes. A large-scale quantitative study and achievement data was conducted for two consecutive academic years to test whether teachers' and students' perception of e-learning would make a difference in the students' learning performance and their motivation to learn. A total of 17 teachers and 848 first-year college students were involved. The research results revealed a preference for using e-learning and the frequency of using e-learning tools was significantly correlated with student performance over the two years. The challenges and practical implications for applying e-learning tools in EFL classrooms are discussed.

# **English language four-skill anxiety: The sources and effects among TESL pre-service teachers**

**Sophia Fui-Ni Tsen, Din Wardatul Akmam & Vincent Pang**  
Universiti Malaysia Sabah

In the past few decades, English language anxiety has been empirically proven as a situation-specific anxiety that occurs during English language learning among non-native language learners. Ongoing English language anxiety research has also encompassed anxiety in learning the four language skills: listening, speaking, reading and writing. Not only is English language four-skill anxiety extensive among language learners and causes negative effects on language learning, this debilitating phenomenon may be present among non-native English language teachers as well, thus affecting classroom instruction. This study measures the levels of English language four-skill anxiety of a group of 21 final-year TESL pre-service teachers in Malaysia and explores the sources and effects of their language skills anxiety. Using four established language skills anxiety scales, the results revealed that the TESL pre-service teachers experienced moderate to high levels of anxiety in listening (90%), speaking (38%), reading (53%) and writing (95%) the English language. Further semi-structured interviews focused on exploring the sources and effects of the English language four-skill anxiety experienced by the TESL trainees. Based on the findings, this study includes implications and recommendations for future research on English language four-skill anxiety.

# Theory, practice & measurement of strategic language learning

Wen-Ta **Tseng**, Xuesong (Andy) **Gao**, Sy-Ying **Lee** & Tsung-Yuan **Hsiao**  
National Taiwan University of Science & Technology  
The University of New South Wales  
National Taiwan Ocean University

Strategic language learning hallmarks a typical research topic in second language acquisition. Over the past three decades, numerous studies have been undertaken to examine its core nature as well as possible constituents. Despite its theoretical significance and practical value, the last decade witnessed a struggle over the way in which strategic language learning should be conceptualised and enacted. In particular, the issues centre on the legitimacy of the use of behavioural items and adoption of a frequency-based scale metric underlying the classical strategic language learning framework: Language Learning Strategy Use (LLSU). Notwithstanding the empirical attempts to override the construct of LLSU, it is argued that the use of behavioural items and adoption of a frequency-based scale metric are valid operationalisations of strategic language learning. In this colloquium, we first provide a systematic review of the theory and practice of strategic language learning. The concept will be critically reviewed under sociocultural theory, and its practicum will be implemented in extensive reading. Then, we present a large-scale meta-analytic study of confirmatory factor analysis of 28 correlation matrices drawn from 27 primary studies ( $N = 6200$ ) to show evidence for and lend support to the theoretical implications of the conventional strategic language learning framework.

# **Developing linguistic and intercultural awareness in the EFL classroom in Japan**

**Kagari Tsuchiya**

Sophia University Junior College Division, Waseda University (Part-time Lecturer)

This research involves discovering how Japanese students developed linguistic and intercultural awareness in the English as a foreign language (EFL) classroom in Japan. The idea of 'the need for English competency in the global society', as a human resource, has been clearly specified since the publication of 'Japan's Goals in the 21st Century' in 2000. In 2013, the Ministry of Education (MEXT) announced the 'English Education Reform Plan Corresponding to Globalisation', and in 2018, Japanese foreign language education is facing radical change. Despite the escalation of the social expectation, Japanese students are struggling with finding the reason for and the meaning of learning a foreign language. This situation should thus be considered from the students' perspective or their realistic world. In this research, the author proposes a way to become aware of the relationship with languages (and also cultures) in the Japanese EFL context, as an English teacher in an elementary school. Students could be able to reach to understand the needs of learning English or foreign languages, by being aware of the relationship between languages and themselves, which means that 'they live with languages', 'languages are crucial for them and their lives', and 'people in the world demanded languages'.

# **Linguistic politeness strategies in basic English classroom interactions: An exploratory mixed methods study**

Karen Joy **Umila**  
University of Baguio

The study explores the politeness strategies used by teachers in classroom interaction and determines the effectiveness of these strategies in the learning process of students. In the qualitative phase, classroom observations and interviews were conducted, then the linguistic aspect of politeness was transcribed, coded and classified further using Brown and Levinson's model. Thereafter, a survey-questionnaire instrument for students was developed to determine the effectiveness of the politeness strategies used by teachers and to transition to the quantitative phase of the study. In general, the findings show that teachers use all the four politeness strategies in motivating, presenting lessons and discussions, managing the class and evaluating the students. Furthermore, students perceive that the use of these politeness strategies is moderately effective. The teachers' use of positive politeness strategies is appropriate and hence effective in all the aspects of classroom interaction. However, from the perspective of the students, a combination of negative politeness, positive politeness and bald-on record strategies is highly effective. Thereby, in its aim to provide a perspective on how effective politeness strategies are classified and localised in the Ifugao context, a model for the effective use of politeness strategies in classroom interaction was developed as an output.

# **Learning to learn situated and dialogic learning: Building communities in the classroom**

Devin Joseph **Unwin**  
British Council Hong Kong

Language teaching as a profession and an industry exists within a globalised context. Language teachers often find themselves teaching away from their home countries in social milieus which they are not from. This can lead to a schism between the expectations of the learners and those of their teachers. Through real, meaningful communication teachers can begin to build communities within their classrooms in order to foster realistic, transparent expectations and enhance learner engagement. This workshop explores two approaches to teaching which can help promote communities within the language classroom. Firstly, situated learning, which holds that the context of the pedagogic praxis cannot be ignored. Second, dialogic teaching, which maintains that communication is essential to knowledge generation. The importance of these two factors (context and communication) cannot be underestimated when teachers endeavour to nurture communities within their classrooms. These two approaches offer a useful theoretical framework which teachers can use and adapt in order to create communities with their learners. The format of the workshop follows a dialogic (rather than a didactic) approach with participants being responsible for knowledge sharing and generation. The workshop also includes several practical ideas which participants will engage with in order to bridge the gap between theory and praxis.

# English language in Indian context: An overview

Anupama **Vohra** & Jasbir **Singh**  
University of Jammu

English was introduced into India by Europeans to cater to their office needs. However, today, after more than 200 years English has become a native [sic] language in the country: official, business, cross-cultural communication, education, media, sociocultural life, entertainment, etc. Moreover, the politics associated with the English language by certain radical sections of the society cannot be ignored. Against this background the present paper is an attempt to trace the entry and development of the English language into India besides highlighting how over a period of time Hindi and Urdu words and phrases have found place along with English words to create sentences for better and more understandable communication. The paper in the course of discussion also argues regarding the original/pure English language concept and the intrusion of other words to highlight that communication is the sole purpose of language and that the English language is enriched by words from other languages, thus breaking boundaries for better understanding and appreciation of the English language and making it an indispensable part of Indian society.

# How much do vocabulary, topical knowledge and metacognition help L2 listening comprehension?

Matthew **Wallace**  
University of Macau

A common approach to teaching L2 listening involves guiding learners through the listening process, whereby instructors pre-teach vocabulary and activate schemata prior to listening, and then assign comprehension tasks for learners to complete while listening. During this process, specific listening strategies (e.g. making predictions) can be embedded at each stage to give learners opportunities to improve their strategic competence. This process approach is based on research findings showing vocabulary (e.g. McLean et al., 2015), topical knowledge (e.g. Schmidt & Rhinehart, 1994) and metacognition (e.g. Vandergrift, & Baker, 2015) are important factors contributing to L2 listening comprehension. However, the relative importance of each of these factors is unclear, as they have seldom been measured together. To address this, the current study examined how vocabulary knowledge, topical knowledge and metacognition influenced L2 listening performance for 220 Japanese senior high school EFL learners. Data sources included tests (vocabulary and listening) and questionnaires (metacognition and topical knowledge). Results from latent-variable analysis indicated vocabulary knowledge was the only factor to have a direct effect on L2 listening. These results highlight the need for pedagogical practices to prioritise vocabulary acquisition for L2 listening improvement. The presentation will outline specific pedagogical approaches to achieve this goal.

# Teaching in English or in mother tongue: A meta-synthesis from the Philippines

Safary **Wa-Mbaleka**

Adventist International Institute of Advanced Studies

The Philippines has been using English as a medium of instruction for decades. Just like many other countries that are currently shifting to mother tongue-based education, the Philippines officially switched to mother tongue-based multilingual education (MTB-MLE) in the first three years of primary education in 2012. The outcome of the first five years has led to heated debate in the country's politics, education and applied linguistics. This is because the results of MTB-MLE have been inconclusive. Some research has persistently claimed success of this language policy, while others have consistently insisted that it does not really work. Using the qualitative meta-synthesis of several qualitative primary studies, this paper will synthesise the findings of the first five years of the MTB-MLE implementation. This empirical synthesis will help analyse, synthesise and evaluate the existing results of the implementation of MTB-MLE. The findings will help to better understand what is truly happening. They can also help to better plan the future of this language policy. They will certainly open a window to the understanding of the implementation of multilingual education in different countries, given that many countries have adopted this language policy.

# The implication of second language acquisition theory in Business English teaching

Muchun **Wan** & Wenzhong **Zhu**  
Guangdong University of Foreign Studies, China

Second language acquisition (SLA) as a sub-branch of applied linguistics has been researched by Chinese and foreign scholars for over 40 years, but few researches have been done on its implications for Business English teaching, which needs more language teaching theories to support it. This paper makes a review of related studies and puts forward a systematic framework for exploring the essential implications of second language acquisition theory for Business English teaching in current China based on the SLA concepts of input hypothesis, output hypothesis, affective filter hypothesis, learner-centred approach, natural language context, communicative approach, etc. along the whole process of Business English teaching. It concludes that the theory of SLA is applicable for Business English teaching in China and has essential implications in Business English curriculum design, teaching material selection, teaching method selection and performance evaluation.

# **Pre-service teacher education: From the perspective of key competencies cultivation**

**Cong Wang**

Department of elementary education, Hainan normal university

Key competencies means cultivating the learners to possess the essential characteristics and key abilities to adapt lifelong development and social development. It has been raising widespread concern of researchers and educators in developed countries since the 1960s. In January 2018, the Minister of Education of China promulgated the newest curriculum standards for all subjects in high school; the key competencies standards of various disciplines have also been put forward. Against this background, pre-service teacher education faces new challenges. The construction of key competencies content in pre-service teacher education is needed for future practical teaching and teacher professional development. In order to meet the new challenges, the future teacher should possess a strong sense of humanistic feeling, solid professional knowledge, adept teaching arts and innovative ability. These characteristics and abilities should be reflected in the course offer, course content, teaching method and educational practice in pre-service teacher education. The methods of training the pre-service teachers will be discussed and analysed, and problems are found and some countermeasures are put forward to solve the problems.

# **A study of tense and aspect errors produced by Chinese EFL learners**

Fangyuan **Wang**

Northwestern Polytechnical University

Inter-lingual transfer is important in second language acquisition. Conceptual transfer hypothesis puts forward that the conceptual model of the first acquired language would influence the application of other languages. English has both tense and aspect, while Chinese has no grammatical form used to mark time for verbs. This difference largely causes Chinese EFL learners to make errors in application of tense and aspect when using English. Based on the Chinese Learner English Corpus, the study tries to find the characteristics of these errors and their inter-lingual causes from the perspective of conceptual transfer hypothesis through qualitative and quantitative analysis to enlighten English tense and aspect teaching. Through probing into the error ratio among learner groups of the corpus and conducting a case study of the advanced group, this study shows that Chinese people's preference for spatiality has a strong influence on their learning of English. It even has a notable influence on advanced learners. The study may provide a reasonable explanation for tense and aspect errors in English learning and inspire that English teaching should pay much attention to the inter-lingual transfer and distinguished learning patterns of Chinese EFL learners.

# **Socioeconomic inequality affecting foreign language performances: A case study of Taiwan's college students**

I-HSUAN **Wang** & Tsai-hsiu **Liu**  
Shih Hsin University

Social factors have been commonly acknowledged to be related to second/foreign language acquisition in the literature of TESOL. Since the rapid development of industrialisation and urbanisation in 1970s, Taiwan's highly aggravated socioeconomic inequality is mainly manifested in social stratification and the rural-urban divide. Adopting a qualitative approach, this research investigates the differences in the English speaking performances of Taiwan's college students in relation to the two social factors involving socioeconomic inequality, that is, the rural-urban gap and socioeconomic status. According to Basil Bernstein's theory of language code, different codes of speech are associated with different status groups. It is suggested that the use of elaborated code is related to middle-class individuals whereas the use of restricted code is related to working-class individuals. The participants are 40 undergraduate students majoring in English at a private university of Taipei City, divided into two groups of high/low socioeconomic class and urban/rural area, respectively. On the basis of the dichotomy of elaborated/restricted codes, their verbal English responses in an English-taught course are analysed to see if they are correlated to either socioeconomic status or the rural-urban divide or both.

# Lexical cohesion in academic discourse from the perspective of ecology

Jiayu **Wang** & Yi **Zhang**  
Northwestern Polytechnical University

This research studies the ecological model of academic discourse. Thirty published papers are randomly selected from *Applied Linguistics*, in which the frequencies of lexical cohesion will be calculated. In order to probe whether there are significant differences in the use of lexical cohesion in each section or among different sections of the journal articles, the author will adopt chi-square tests in the following research. As is shown in the pilot study, 'repetition', among all different types of lexical cohesion, is the most frequently adopted approach, while 'meronymy' is the least. In addition, the quantity of lexical cohesion in the 'introduction' part is the largest. Further research will shed light on the ultimate results. Based on the features of lexical cohesion obtained from the quantitative research, the ecological model building will be elaborated in the qualitative part afterwards. It's hoped that, from an ecological point of view, the to-be-built model may give some operational suggestions for both academic writers and readers about how to achieve discourse coherence and contextual interaction through lexical cohesion.

# **A case study of reflective inquiry via WeChat Moments from an EFL teacher in mainland China**

Lan **Wang**  
Hong Kong Baptist University

In recent years, increasing attention has been drawn to teachers' professional development, which calls for teachers' self-development and continuous self-reflection. Reflection is a highly personal practice that offers great potential for illuminating meaning, purpose and learning in a teacher's professional life. To be reflective means choosing enrichment around our day's activities. This study attempts to explore the reflective inquiry from a college English teacher via the use of WeChat Moments in China. WeChat is the most popular social media used in mainland China, so the WeChat Moments posts from a veteran EFL teacher from 2015 to 2017 were analysed based upon photos and texts to indicate her reflective inquiry about teaching. As a result of textual analyses, three main themes about reflective inquiry were identified in her posts; namely, education, teacher-student relations and teacher responsibilities. Based upon these themes, this EFL teacher's identity as a meaning seeker, Western culture introducer and Chinese culture promoter is mirrored by her constant reflections on various events in teaching. Overall, there are demonstrations of this EFL teacher's doubts, ideals, criticisms, inspirations, enlightenments and expectations related with reflective inquiry presented from WeChat moments.

# **English education for ethnic minority students in China: Challenges and a solution**

**Miao Wang**

Shanghai International Studies University

Minority English education in China has become a hot topic in recent years influenced by the rapid development of third language acquisition research worldwide. The paper reviews the development of language education policies that have been established to meet the needs of quality education for minority students and the improvement of minority education in the 21<sup>st</sup> century based on both English and Chinese literatures on language education policies and language teaching practice. Also, the challenges that ethnic minority students and teachers have faced, such as the imbalanced English teaching and learning resources in remote areas, the different needs of minority students in different minority regions, the classroom language medium and English learning materials, are presented and discussed. Finally, the paper puts forward a tentative framework to solve the difficulties that ethnic minority students have and might have. The paper concludes that language learning provides a window for students to know both themselves and the outside world in the context of globalisation. Additional language learning provides minority students the opportunity to be more flexible in thinking and take a different perspective to view the world.

# **Challenges of extensive reading instruction in Chinese universities: From EFL teachers' perspective**

Shuyan **Wang**  
Chung-Ang University, Korea

Reading is one important aspect in foreign language teaching. Although positive results of extensive reading (ER) can be seen in many empirical studies, some researchers have also reported existing challenges of it (e.g. teachers' amotivation, students' heavy workload). To date, few studies have investigated the difficulties of ER from English as foreign language (EFL) teachers' perspective in mainland China, since they seem to have lost confidence in it. The present study focused on university EFL teachers' perceptions and beliefs on ER instruction by conducting both a survey and semi-interviews as a mixed method research. In quantitative data, a short 8-item questionnaire was used and 155 in-service EFL teachers who were mainly from four universities in North China submitted their responses. The data were analysed by chi-square tests. Four of the teachers also participated in further interviews as qualitative data. The results showed that unified reading material selection (e.g. textbooks) was the biggest challenge during ER instruction. In addition, students' demotivation of reading versus urgent needs of input, and teachers' expectations versus limited class hours were the two main contradictions during ER instruction in practice. More flexible teaching techniques should be applied (e.g. offline class) in future EFL classrooms.

# Teaching value principles for persuasive writing using letters to the editor

Simon Ho **Wang**  
Hong Kong Baptist University

Value principles serve as the foundation of persuasive writing as the writers and the readers usually agree on such principles based on which arguments are developed and contested. Evoking value principles is an important part of the Knowledge Framework proposed by Mohan (1986) to integrate language with content knowledge in the context of teaching EFL/ESL. In this workshop, the speaker demonstrates how a number of value principles are used to build arguments on social issues by analysing over 30 letters to the editor published by the speaker in South China Morning Post since 2016. Attempts have been made to build a taxonomy of the value principles to guide and organise the development of language teaching materials. Among the 30 letters, over half invoke value principles related to economic interest, whereas principles related to environment and social justice are also found in some letters. It is argued that students need to be taught explicitly how to identify and apply value principles to make arguments in persuasive writing.

Mohan, B. A. (1986). Language and content. Reading, Mass: Addison-Wesley.

# **Embedding digital literacies in EFL writing course: Students' writing performance and autonomy on WeChat Moments**

Weiwei **Wang**

Department of English, Tamkang University, Taiwan  
School of Foreign Languages, Jimei University, PRC

As a consequence of recent developments in digital technologies, new genres as well as new contexts for communication are emerging. The scope of English language teaching has been expanded beyond the traditional focus on speech and writing to the production of multimodal ensembles, drawing on a range of other semiotic modes. This article investigated a college EFL writing course with two groups of participants, the experimental group (for whom the issuance of writings on WeChat Moments was required, accompanied by elements of digital literacies: pictures, videos, website links, etc.), and the control group (submitting normal paper-printing writings only). Both groups took part in the pre- and post-writing tests and finished the questionnaires for detection and evaluation of the developments of their writing performance and autonomy. The results of the comparison revealed that the experimental group had a better writing performance, and fostered a better sense of writing autonomy than the control group. The findings support the significant role of digital literacy practices in richer exposure to the target language resources, interaction learning and social communication.

# **Evaluation of an ESP course for English majors at sport colleges**

Yan **Wang** & Yahui **Han**  
Beijing Sport University

Taking the course of Sports English Reading as an example, the present study, through a questionnaire and interviews of teachers and students, investigates the ESP teaching materials, teaching methods and teaching effects of English majors at a sport college of China. As indicated by the research results, students are quite positive about the overall teaching effectiveness of the course: firstly, the teaching material fairly meets the needs of teachers and students with good effects; secondly, students show fair satisfaction with the various teaching methods and course assessment; thirdly, through the course learning, students' sports knowledge, language proficiency and critical thinking ability improved, but their cross-cultural communication competence increased by only a small margin. Therefore, the awareness of cross-cultural communication should be incorporated into sports English courses and the training of critical thinking ability should be enhanced. This study will serve as a reference for the perfection of ESP course construction, improvement of teaching methods, improvement of ESP teaching materials and preliminary establishment of an ESP course evaluation system.

# POA application in EFL users: A syllabus design

Yang Wang

Foreign Language Teaching and Research Press

*Long-term Education Reform and Development Plan (2010–2020)* claims that with globalisation being carried out, an increasing number of people with international perspectives and competitive capabilities are in great demand. In the Chinese college English education context, the traditional syllabus which puts more emphasis on language acquisition does not meet this requirement. Therefore, a new syllabus needs to be developed. In this paper, a situational-syllabus is designed, in which the context of language teaching and learning is put into real situations where the target language would be used. It contains four real-life situations. In each situation, there are two lessons focusing on different aspects with different learning focus. The lesson is structured with POA including three phases: motivating, enabling and assessing (Wen, 2015). The output task is shown first as the learning outcome, which raises students' motivation. In the enabling phase, content and language are needed to complete the output task. After that, students complete the output task as the assessment. In content and language learning, a guided discovery approach is applied which indicates the students can obtain content and acquire skills by completing series of activities (Scrivener, 2011). Based on this new syllabus, the improvement of language competence can take place.

# **Comparison and reflection of EFL education system in Chinese and Indonesian vocational colleges**

Zhaohui **Wang** & Yohana **Ika Harnita Sari**  
Chengdu Textile College

As the countries along the Belt and Road, there are many aspects worthy for both China and Indonesia to learn from each other when it comes to the EFL education system. Comparing EFL education policies and their implementation at a vocational college, Universitas Gadjah Mada in Indonesia, to those at Chengdu Textile College in China, similarities and differences are found in talent cultivating, course policies, syllabus and curriculum design, teaching materials selection and resource sharing, teaching methodologies and strategies, info-teaching design, creative studies, hands-on learning, the interactive teaching and learning activities in and out of English classes, and evaluation. This current study started with the exploration of the status quo of general English teaching and learning in both colleges through a classroom questionnaire, observation and interviews in the second half-year of 2017. The participants were English faculty and students from both colleges. Then, the gathered data were analysed inductively qualitatively. Actually, the study aimed at provoking reflection upon English education policy and its implementation, providing reference for and practical suggestions to the present EFL teaching reform. Consequently the validity of English teaching and learning can be effectively promoted.

# **An exploration of local ESP teacher development in view of globalisation**

Zhuojun **Wang**  
Beijing Sport University

In recent years, global higher education has advocated changes, focusing back on teaching and taking teaching quality as the hard core; therefore, teachers' professional competence and its development, to some extent, determines the teaching effectiveness and the success of reforms in education. As for English teaching, in order to cultivate high-quality talent, ESP courses are offered in various colleges. However, a lack of ESP teachers is the basic constraint for the development of these ESP courses. This study explores how to use school-based resources to help local ESP teachers make professional development in a globalisation era. Based on the theory of school-based development and community construction, the present paper explores a professional development path for local ESP teachers on the basis of 6 ESP courses, which are currently taught by foreign experts, and a semester's teaching-learning-research community practice. The study found that after learning with foreign experts in the community, all the teachers increased their interest in sport; learning outcomes of local ESP courses have been greatly improved; and some sport knowledge has even been put into EGP courses.

# **Application of schema theory in teaching oral English to non-English major postgraduates: An action research approach**

**Lijiao Wei**

English Language Centre, Shantou University

With the deepening of curriculum reform, oral English teaching is gradually showing its importance and irreplaceability. Traditionally, oral English teaching just focuses on output and ignores input because speaking has always just been regarded as language output. However, without enough input, successful output is impossible. Therefore, input is indispensable in oral English teaching. According to schema theory, speaking is an active process of interaction between prior knowledge and new information. Successful output is based on enough input which includes activating and enriching students' prior schemata. This study carries out an action research on the application of schema theory in oral English teaching. Sixty non-English major postgraduates are involved in the teaching practice for 12 weeks. Different activities are used to activate students' prior schemata, construct new schemata and consolidate new schemata in pre-speaking, while-speaking and post-speaking respectively. According to the data collected from questionnaires, interviews, oral tests and classroom observations, the new teaching mode based on schema theory can enrich non-English major postgraduates' linguistic and non-linguistic knowledge, improve their ability to use speaking strategies and improve their performance in oral English to some extent. This study gives a better insight into oral English teaching for reference.

# The effect of group size in English group oral tests

Ran **Wei**

Jiangsu Normal University

The study investigated the effect of group size (i.e. group of three, group of four and group of five) on an English group oral test with a group comparison design. Through the holistic and analytic comparison among the three groups, it was revealed that group size did have a positive influence on test-takers' oral proficiency, and those in the group of three performed significantly better than their peers in the group of four and the group of five. But the holistic oral scores for test-takers in the group of four and the group of five were not statistically significantly different from each other. In terms of the analytic discorsal features, some features in accuracy, fluency and syntactic complexity among the three experimental groups were significantly different; namely, those in the group of three performed significantly better than those in the group of five in accuracy and fluency, while in syntactic complexity, those in the group of five performed significantly better than those in the groups of three and four.

# **Students' attitudes towards China English: Calling for research with higher methodological rigour**

Rining **Wei** & Yuhang **Hu**  
Xi'an Jiaotong-Liverpool University  
Georgetown University

Attitudes towards China English have been investigated by quite a number of studies (e.g. Kirkpatrick & Xu, 2002; He & Li, 2009). Although some recent studies have contributed valuable empirical data concerning this topic (e.g. Zhang, 2013; Wei, 2016), they regrettably fail to (1) make full use of survey statistics by employing effect sizes, and (2) provide information on the reliability and validity of the instruments used. Attempting to overcome these limitations, the present study explored a group ( $N = 260$ ) of Chinese EFL students' attitudes towards China English and the influence from selected sociobiographical variables. Factor analysis revealed a three-dimensional structure of the attitudinal scale, with the reliability index Cronbach's alpha (Cronbach's alpha = 0.60) reaching a satisfactory level in applied linguistics (Qin, 2009). Hierarchical regression identified 'tolerance of ambiguity' and 'length of staying abroad' as two important predictors for attitudes towards China English, which respectively accounted for 6.7% and 1.6% of the variance in the total score for attitudes towards China English, whereas the other selected sociobiographical variables (e.g. gender) were deemed as unimportant predictors (as measured by their effect sizes). Implications for future research were discussed, and a call for more studies with higher methodological rigour was made.

# Applying production-oriented approach to tertiary English instruction for Chinese EFL learners

Qiufang **Wen**, Hao **Chen**, Lin **Qiu**, Shuguang **Sun** & Zheng **Bi**

National Research Centre for Foreign Language Education, Beijing Foreign Studies University  
Beijing University of Technology  
Beijing University of Chemical Technology  
Beijing Sport University

The production-oriented approach (POA), a theory of teaching English as a foreign language (TEFL) for adult learners, has been developed by Chinese scholars to overcome the weaknesses in foreign language teaching at the tertiary level in China (Wen, 2015, 2017). 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. This colloquium brings together Chinese practitioners of the POA to report their exemplary teaching and research practice. Each speaker will highlight how the theoretical system of the POA guides their initial classroom practice, which in turn makes the theory refinement possible. Through several rounds of theory-practice interaction, theory and practice have been refined simultaneously. The topics that the panel will address include 1) Applying POA in the teaching of nominalised grammatical metaphor for Chinese ESL learners; 2) Targeted enabling in POA instruction: design and implementation; 3) The interaction between theory and practice in teacher-student collaborative assessment; 4) Using and evaluating POA-based teaching materials.

# **Promoting foreign language teacher learning through professional learning communities: A Chinese perspective**

Qiufang **Wen**, Hong **Zhang** & Chunmei **Li**  
Beijing Foreign Studies University  
Guangdong University of Foreign Studies South China Business College

This colloquium addresses the issue of promoting foreign language teacher learning through professional learning communities (PLCs) in higher education in China. This issue has been a major concern in the field of teachers' professional development. This colloquium reports findings from a longitudinal study of teacher learning through three different PLCs in three historical periods, namely university-based PLC of EFL teachers (2009–2011), cross-university PLC of EFL teachers (2011–2013), and inter-departmental PLC of less-commonly taught languages (2016–2019). This colloquium will start with the introduction to the university-based PLC and the cross-university PLC. The second presentation will examine an innovative inter-departmental PLC featured by experienced university researchers and young teachers with little exposure to research. Our third presentation will report teachers' learning and development from the frontline teacher's perspective. The symposium will start with a 5-minute introduction to each presenter to be followed by three 20-minute presentations, leaving the last 25 minutes for interactions and discussions among the audience. It is hoped that this symposium will shed some light on the theory and practice of promoting teacher learning through PLCs as a key component for the professional development of teachers at all levels and across all social and cultural contexts.

# Macau Macao? How languages interact in Macau SAR

John **Wheeler**  
MPI Bell Centre

Macau presents an interesting 'laboratory' in which to examine how languages mix and combine. It is a highly dynamic environment in which to re-examine concepts such as Kachru's concentric circles model of World Englishes and Phillipson's notions of language imperialism. Macau is an environment where Cantonese, Putongua, English and Portuguese are all present with varying degrees of usage and prestige, a territory with a traditionally laissez-faire attitude to education policy, a territory being used to forge contacts with the Lusophone world for the People's Republic of China. This paper will review the relevant literature on language attitudes in Macau and examine how or if Macau fits into the models of World Englishes mentioned above. It will also present the results of a small-scale study conducted at Macau Polytechnic Institute into the language attitudes of undergraduate students in Macau to Cantonese, Putongua, English and Portuguese. The literature reveals several confident predictions about the linguistic future of Macau SAR. This paper will question the notion of whether such a degree of certainty about what the future holds is justified in the fluid and highly dynamic language hothouse which is Macau.

## **Using video game applications: The potential for language learning opportunities in the elementary classroom setting**

Jeremy **White**  
Ritsumeikan University

Japan has a problem; it is stuck in the expanding circle of English influence (Kachru, 1985). Even a Ministry of Education directive to move outward in this circle by changing the elementary school curriculum in the hope of creating effective English communicators seems unlikely to achieve its goal. This is due to the teacher-centred and grammar-focused instructional method historically used in Japanese English education. The presenter will first outline some of the recent literature related to English education at the elementary school level in Asia, game-based learning (GBL), gamification (Kapp, 2012), play (Csikszentmihalyi, 1990; Provost, 1990) and tasks. This presentation will demonstrate the results of a Japanese elementary school GBL study that aimed to identify and explore a complementary teaching methodology encouraging interaction and play in English. The presenter will demonstrate the positive English language learning opportunities available through using iPads and commercial game applications focusing on the theories of play using Rubin's (2001) play observation scale, gamification and tasks. The presentation will highlight that when these theories are employed in unison the potential for language learning increases. The presentation will conclude by proposing ways in which the typical English language classroom could be developed in the future.

# **"In your own words!": Tackling academic honesty through an online paraphrasing forum**

Mary **Whitsell**

University of Nottingham, Ningbo

Learning to paraphrase is challenging for most writers, but particularly for non-native beginners with an imperfect command of English. First-year students at the University of Nottingham Ningbo receive some feedback on their writing in terms of paraphrasing, but for many this is rarely sufficient. Students' individual needs differ considerably, and the few books that exist on paraphrasing may not address their specific needs or be at an appropriate level. Given the importance of academic honesty, and the compulsory use of Turnitin for assessed written assignments, a way to help students understand the success or limitations of their paraphrasing attempts was considered valuable. A Moodle-based paraphrasing forum was established. This forum is accessible to all first-year students and offers individualised feedback on the overall success of the paraphrase, pointing out any issues in meaning, grammar, word use and style. Although the forum can only offer feedback to a limited number of students – currently no more than a dozen every week – over time a body of student work with tutor feedback is being developed which other students can access. This is also a way to analyse common student paraphrasing errors which can feed back into teaching programs and support provision.

# **Apprehensive agency in the emergence of identity as EFL learners**

Yanty **Wirza**

Universitas Pendidikan Indonesia

The issues surrounding the emergence of identity as EFL learners deserve closer and deeper examination in ELT. This study looks at the agency of Indonesian EFL learners during their initial encounters with English attained mainly through the teaching of English as a school subject. Using a qualitative case study design, four participants were interviewed to describe in detail their experiences during the first encounters with English during the earlier years of their English learning and how they coped with the challenges and demands as EFL learners. The findings revealed that while the participants asserted a high level of agency in their roles as EFL learners, the agency was instrumental and fragile in that they tended to create a false sense of identity. The participants' learning strategies such as rote learning, learning to the test, cases of cheating, and getting paid services through private courses as coping mechanisms to survive the English lessons indicated a form of apprehension within the constraints and limitations of access and resources typically found in EFL contexts. In addition, this study drew important policy and pedagogical implications for TEFL in the Indonesian context.

# **Pre-service ELT students' conceptualisations of globalisation: Implications for English teaching in Macao**

Matilda **Wong**, Yan **Wang** & Gertrude **Tinker Sachs**  
University of Macau  
Georgia State University

Globalisation, initially seen as the speeding up of worldwide interconnectedness in contemporary social life, has brought about discussions concerning the role of English in international communication, the nature of communicative competence and the normative model for foreign language pedagogy. With an interest in studying how globalisation is perceived in the EFL context of Macao and what implications for English language teaching can be made from these perceptions, the present study follows up on a research project we carried out a decade ago over pre-service ELT students' understanding of globalisation in relation to what it means to be an English language teacher in Macao in the 21<sup>st</sup> century. To explore the possible differences in perceptions over time, the data collection in the present study replicates the same procedures which include inviting pre-service ELT students to fill out a 5-point questionnaire with 16 items and four open-ended questions on the impact of globalisation on EFL teaching. A comparison is made between the findings from the two studies. Analyses from the comparison show the ecology of English language pedagogy in the process of globalisation and implications are discussed to cater to the necessary changes for English teaching and professional teacher development in Macao.

# **To be or not to be an EFL teacher: An investigation of student teachers' motivation**

Ruth **Wong**

The Education University of Hong Kong

Feiman-Nemser (2001) notes that teacher educators, policymakers and employing authorities have for too long overlooked the motivations of people who intend to enter the field of education and insufficiently explored how motivation has shaped their aspirations for professional engagement and the trajectory of their career development. The aim of the study reported in this paper was to explore the issues of motivation of student teachers before and after their two practicum blocks, which were held in the third year and the final year of teacher training. Participants provided quantitative and qualitative data through questionnaires and in-depth interviews which were conducted at four time-points over two years: pre-practicum and post-practicum in the third year and the final year of studies. This study adopted mixed methods to collect data – questionnaires, in-depth interviews and weekly log entries. The results showed that the student teachers' worries originated from different aspects, of which some later became the sources of motivation. The four longitudinal qualitative cases herein demonstrate how student teachers' sources of motivation change over time.

Feiman-Nemser, S. (2001). From preparation to practice: designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013-1055.

# **Effects of changing classroom physical space in speaking tasks in reduced-size classes**

Sing Tsun Derek **Wong** & Gary James **Harfitt**  
The University of Hong Kong

In speaking practices in Hong Kong schools, students are commonly arranged in a semi-circular examination set-up in groups of four or five. This set-up can be associated with examination stress and language learner anxiety. This exploratory study, conducted in the author's own English language classroom with five Form 5 (Grade 11) local EFL students in a local school, therefore seeks to investigate whether different physical classroom space and organisational layouts mediated positive outcomes in students' speaking performance and whether they were sustained when students reverted to the more conventional examination setting. It was seen that classroom setting may affect students' perception of the teacher-student hierarchy and their association with the lesson context, which in turn may affect their performance. Although there is no 'one-size-fits-all' layout, this research sheds light on how changing the classroom physical space may reduce student anxiety. This has a practical importance in key areas such as school-based assessments in the Hong Kong Diploma of Secondary Education, as teachers are required to 'create opportunities for students to demonstrate their best oral language ... in a more relaxed and familiar setting' (HKEAA, 2009). The author suggests that classroom design, alongside other pedagogical decisions, should be considered while planning classes.

# **An evaluation of a constructivist approach to learning vocational English in a 3-week summer camp programme**

Yuet Wai **Wong**  
The Education University of Hong Kong

It is commonly believed that vocational English can be more effectively acquired in a functional, situated and social context. Using a constructivist approach, teachers or instructors can facilitate learning by encouraging the participants to question their tacit knowledge on language use, and coaching them to learn through interactions with others. In 2017, a total of 42 first-year students from the BA (Hons) Language Studies programme participated in a 3-week summer camp programme organised by the Centre of Language in Education, Education University of Hong Kong. A series of vocational English workshops such as tour guide training, journalist training and MC training were delivered to students through an integration of internet technologies, group learning and simulated activities that took place within and off the university campus. A quantitative and qualitative evaluation was carried out and it was found that students were greatly motivated by the constructivist approach when authentic vocational activities were guided by expert practitioners situated in a culture of practice. Students also expressed that their procedural knowledge, including techniques, skills and abilities in the use of vocational English, was enhanced.

# **Experience with mobile-assisted language learning (MALL): What's the story from the learners' side?**

Junjie Wu  
City University of Hong Kong

Mobile-Assisted Language Learning (MALL) has been gaining momentum since the increasing popularity of smartphones (e.g. iPhone and Samsung). Many Asian regions have been exploring MALL, with Taiwan and Japan being the entrepreneurs (Burston, 2015). However, it is not uncommon to find that many teachers still hold a hostile attitude towards the application of mobile technology to support students' learning. Additionally, little has been revealed in terms of Asian students' learning experience with mobile devices. This presentation presents a general pattern of mainland Chinese learners' previous experience with MALL in a Chinese university. In total, 235 participants, consisting of three cohorts of two different undergraduate programs, came from the department of English in a teacher-education university. A questionnaire was adapted from Ma (2016) and translated into Chinese for the convenience of the respondents. A WeChat-based focus group discussion provided further insights into Chinese students' former experience. Based on the data, the results will be compared with Ma's findings from Hong Kong and other similar Asian projects from South Korea, Taiwan, Japan and Malaysia. The presentation will end with implications for various school stakeholders including students, teachers and administrative teams.

# **The cultivation of cultural intelligence through study tours: An Asian perspective**

Wenli **Wu** & Tony Chun-tung **Kwok**

Hong Kong Polytechnic University, Hong Kong Community College

This paper discusses a comparative study of two groups of tertiary students who were taking study tours to South Korea in 2017 and 2018, respectively. An action research approach was taken with data gathered through students' feedback questionnaires, self-reflections and group oral presentations. Further document analyses were carried out to provide objective evidence of students' learning outcomes. Using Earley and Ang's (2003) cultural intelligence model as the conceptual framework, the authors of this research examined these two rounds of students under three interconnected themes: cognition, motivation and application. This paper reports on how the second-round participants have increased their learning motivations; thus, they have shown a higher level of cultural intelligence through more appropriate actions. Several strategies were identified and it was found that a key factor in developing cultural intelligence was boosting cultural learning motivation in both formal and informal contexts. The research will also suggest methods to enhance students' intercultural communicative competence in a global context. Lastly, strategies for improving tertiary students' cultural learning motivation will be discussed.

# Expanding translanguaging research in CLIL: Implications of a study in Hong Kong

Yanming **Wu** & Angel **Lin**  
The University of Hong Kong

While the role of L1 and translanguaging in scaffolding CLIL (content and language integrated learning) is being increasingly recognised (Lin, 2015; Nikula & Moore, 2016), descriptions of such practices in the extant literature appear too general (e.g. using L1 to explain difficult concepts) to offer specific pedagogical strategies for CLIL practitioners. More interdisciplinary research into the functional interplay of multilingual and multimodal resources for CLIL has thus been called for (Lin, 2015; Lo & Lin, 2015). To answer this call, this paper will report on a fine-grained classroom discourse analytic study (Heap, 1985; Lin, 1999) on senior secondary CLIL biology lessons in Hong Kong, drawing on theoretical insights from both applied linguistics and science education (Canagarajah, 2017; Lemke, 1990; Lin, 2012, 2015; Ogborn et al., 1996; Scott et al., 2011). The analysis reveals intriguing *assemblages* (Canagarajah, 2017) in which multi-semiotic resources and productions (e.g. different register features of L1, L2, visuals, actions, artefacts) have been seamlessly coordinated, latched, interanimated and infused to make meaning of science, transforming students' semiotic world through connecting the everyday with the scientific both experientially and discursively. Implications of the study will be discussed, with a proposal of expanding the notion of translanguaging to trans-experiencing and trans-featuring for CLIL research and practice.

# **Language learner autonomy in English for Academic Purpose programs**

Angela **Xia**

Xi-an Jiaotong Liverpool University

Autonomous learners are usually described as those who are the 'decision makers' in their learning activities. In language learning, learner autonomy is particularly crucial as it is fundamental to effective communication, a fundamental component of language use. The current study examines how autonomous Year 1 and Year 2 students are in their studies of English for Academic Purpose modules. A tailored survey instrument was developed for the context of a Sino-UK transnational university to understand students' perception of learning responsibilities, study goals and plans, learning process monitoring, and learning strategies implications. A total of 276 Year 1 and Year 2 students were recruited to participate in this study at the end of the academic year. Preliminary analysis suggests that autonomous learning increases from lower level class to higher level class and Year 2 students have become more autonomous learners in their EAP studies.

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# Supporting EMI students' summary writing skills in the university context

Yangyu **Xiao** & Hin Tat **Cheung**  
The Education University of Hong Kong

In the last two decades there has been a growing trend of adopting English medium instruction (EMI) in universities. EMI increases the need for teaching English for specific purposes, so as to help students develop discipline-specific English language skills. Summary writing skills in such a disciplinary context are considered to be essential as students need to comprehend, synthesise and integrate source materials into their own academic writings. This paper focuses on a project supporting students' summary writing skills through ESP summary writing workshops and an online learning platform in a university in Hong Kong. Data were collected through students' self-reflections and post-workshop interviews. Findings reveal that disciplinary-specific summary writing training raises students' awareness of writing skills that can be adapted to writings in their own subject courses; students also perceived that the online learning platform offers the chance for them to self-evaluate their own summaries and regulate their own learning. The present study contributes to the understanding of strategies that can support university students' discipline-specific summary writing skills in the EMI context.

# **Formative assessment and self-regulated learning: How formative assessment supports students' self-regulation in English language education**

Yangyu **Xiao** & Min **Yang**  
The Education University of Hong Kong

This paper addresses how formative assessment can support secondary students' self-regulated learning in English language education. Self-regulated learning is an essential capability required for lifelong learning, which allows students to construct knowledge through identifying their learning goals, self-managing their learning process and self-evaluating their performance against goals. Although there is consensus in the literature that formative assessment has great potential for supporting self-regulated learning among students, how such potential is afforded through teachers' formative assessment practices in English language classrooms is underexplored. In this paper, findings from classroom observations and interviews with two teachers and 16 high school students in a foreign language school are reported. The findings reveal that, guided by their teachers, these students engaged in formative assessment in a proactive manner and appeared to be emerging as self-regulated learners; they perceived the classroom formative assessment activities that they experienced to be helpful in developing their deep understanding of and capability for self-regulating learning.

# **A schema-based approach to EFL writing instruction in China**

Yuehai **Xiao**

Chinese University of Hong Kong, Shenzhen

In the three main composition approaches, namely the product approach, the process approach and the genre approach, the three fundamental dimensions of composition, namely text, cognition and context, were treated separately. Xiao (2008) introduced schema theory to contrastive rhetoric research and suggested that a hypothetical model of second language writing needed to consider the interrelationship among the three fundamental dimensions. Based on the principles of schema theory, a series of class activities were designed to teach English writing by helping the non-English major Chinese university students construct and activate content, formal and linguistic schemata in specific writing contexts. The proposed study aims to investigate the effectiveness of the schema-based approach by comparing the writing performance of the experimental group with that of the control group. In addition, how the participants' perceptions of and attitudes towards reading and writing have changed as a result of the experiment will also be explored. If data analysis suggests that the schema-based approach is effective, the approach could be applied to other contexts (different locations and countries), with different genres (e.g. summaries, book reviews, term papers), and with different student populations (e.g. different majors, age groups, cultural backgrounds).

# Enhancing reading comprehension with Collaborative Strategic Reading (CSR)

Yuehai **Xiao** & Huiping **Guo**  
Chinese University of Hong Kong, Shenzhen  
Nanyang Institute of Technology

The goal of Collaborative Strategic Reading (CSR) is to improve reading comprehension while increasing conceptual learning that maximally engages the students. Teaching CSR strategies involves three phases: introducing the reading comprehension strategies, modelling the strategies, and monitoring group work. During the first and second phases, four reading strategies (preview, click and clunk, get the gist, and wrap up) will be presented and modelled to participants. Two of these strategies, preview and wrap up, will be used with the entire text. Click and Clunk and Get the Gist will be used with each section of the passages. When students preview before reading, they should look at headings, bold face or underlined words, pictures, and tables, to help them activate their background knowledge and predict about the content. The goal of clicking and clunking is for the learners to monitor their reading comprehension and to identify comprehension breakdowns. For sections of the text that make sense to the reader, he/she clicks; when the student comes across a word, concept or idea that does not make sense, he/she clunks. In this workshop, Collaborative Strategic Reading will be explained and demonstrated to the participants with concrete examples when they collaborate in groups.

# **Chinese students' perceptions and writing performance of personal statements**

Yuehai **Xiao** & Jie **Rao**

Chinese University of Hong Kong, Shenzhen

Nanyang Institute of Technology

Based on the review of Cumming (2001), a theory of L2 writing might be needed to unite text, process and context and explain the interrelationship among the three. The bottom-up approach (i.e. to build a theory based on empirical data) of Cumming and Riazi's (2000) attempt to build a product-process model of L2 writing was not satisfactory because data analysis did not support the correlation between the variables under investigation. Alternatively, a top-down approach ( i.e. to propose a theory before testing it with data) might be worth trying. Using a top-down approach, the proposed study aims to refine a hypothetical model of L2 writing (see Xiao, 2008) and test it with empirical data through both quantitative and qualitative methods. The study will examine how Chinese EFL students' perceptions of the intended audience, purposes and rhetorical conventions of a genre of academic writing, i.e. personal statement, affect their actual performance on the writing task. The findings of this study could be used to substantiate that hypothetical model of L2 writing (see Xiao, 2008). The proposed study might have implications for teaching expository writing in general and teaching the writing of a personal statement in particular from an EFL perspective.

# **Bridging the gap between language teaching and research: Exploring some potential ways**

Jianmei **Xie**

Beijing Institute of Technology, Zhuhai

Many EFL teachers see little connection between their classroom practices and research. This workshop uses ideas deriving from classroom-based research (Cain, 2011; Lonergan & Cumming, 2017), teacher research (Xie, 2015) or teacher mentoring (Xie, 2006) to suggest how EFL teachers might begin to bridge the gap by exploring potential solutions to practical problems that they have encountered in their teaching. The workshop introduces an authentic example of how the gap may be perceived by an EFL teacher in a southern Chinese university (Xie, 2015). It then attempts to engage the audience by asking them to identify their most pressing teaching problems and considering whether research might help develop potentially effective solutions. The process is guided by a prepared worksheet (handout), but remains open to alternative ideas (for resolving teaching problems) nominated by the audience. Through interactive discussion, sharing practical strategies and ideas in a non-threatening manner, the workshop hopes to help the audience to explore ways of beginning to resolve personal teaching problems via research or alternative means. It is hoped that the workshop will help the audience to gain deeper understanding of the relationship between language teaching and language research in the Chinese context, and beyond.

# **Macau Customs' voice: The role of the English language and my identity in English as a lingua franca paradigm**

Xiaowen Xie  
Shantou University

English as a lingua franca (ELF) studies have gained attention worldwide, but not in Macau. ELF scholars have shifted their focuses from phonology, syntax, attitude and identity pedagogy to English as a medium of instruction. mainland China, Hong Kong and Taiwan have been involved in more studies in ELF and World Englishes, whereas Macau is still underresearched. To become internationalised, Macau is challenged to survive in the ELF setting, when 9.7% of tourists do not share Cantonese or Mandarin with its citizens. Studies also suggest English, rather than Portuguese, is perceived as the preferred medium of class instruction and ranks higher in surveys. Notwithstanding, studies also demonstrated that Portuguese is the least spoken language in Macau, though it is the official language. Thus, English instead is a lingua franca for Macau citizens and foreign travellers accordingly. Although some Macau studies have investigated local citizens' identities and students' language attitudes in multilingualism, they were mainly quantitative research. Thus, to investigate ELF speakers' identities in Macau, this research invited five participants from Macau Customs to join qualitative reflection and semi-structured interviews. After a systematic NVivo analysis of the reports and manually transcribed transcripts, this study urges reform of Macau's language policy and adaptation of the language curriculum.

# **Investigating the target language usage in and outside business English classrooms for non-English major undergraduates at a Chinese university**

Qing Xie  
Jiangnan University

This article reports on an investigative study on the target language use in and outside business English classrooms for non-English major undergraduates in a Chinese university context. The aims of the study are to identify the actual situation of target language use in business English teaching and to suggest ways for improvement. The study uses the research instruments of questionnaires containing rating and open-ended questions, and participant observation of 128 participants from different academic disciplines enrolled in business English courses. The results show that although the teacher talk ratio of target language and first language (L1) use is 90:10, the participants' target language use in various communicative contexts in and outside the classroom is inadequate. The constraint factors include study environment, L1 and other languages, low English proficiency, personality, and limited resources. A pathway to improve the English language learning environment is suggested to be organising English-related activities, communicating with foreigners, creating an English use environment in and out of class, and a morning reading and English corner, while participants are encouraged to create learning opportunities. This study informs business English teaching practices, curriculum implementation and language policy development against the background of China's new College English Teaching reform within the international context.

# **Paid digital English learning in the u-learning age in mainland China**

**Juan Xu**

Communication University of China

In the u-learning age, people learn anywhere, anytime, with any device. As we enter the phase of knowledge share 3.0, payment for knowledge becomes increasingly popular. With the prevalent pay apps such as Mint English, Cake English and others, it seems everyone from kids to adults is paying to learn English every day, and the teachers are invisible or non-existent. What are they paying for and why, and what is the effect? Can digital and sporadic learning parallel or replace traditional learning? With these questions in mind, this paper aims to explore this phenomenon in mainland China and discuss its pros and cons through both quantitative and qualitative analysis.

# Retraction notices: Who authored them?

Shaoxiong (Brian) **Xu** & Guangwei **Hu**  
Huanggang Normal University  
The Hong Kong Polytechnic University

Unlike other academic publications whose authorship is eagerly claimed, the provenance of retraction notices (RNs) is often obscured, presumably because the retraction of published research is associated with undesirable behaviour and consequently carries negative consequences for the individuals involved. This article reports a study conducted to identify RN textual features that can be used to disambiguate obscured authorship, ascertain the extent of authorship evasion in RNs from two disciplinary clusters, and determine if the disciplines varied in the distributions of different types of RN authorship. Drawing on a corpus of 370 RNs archived in the Web of Science for the hard discipline of Cell Biology and the soft disciplines of Business, Finance, and Management, this study has identified 25 types of textual markers that can be used to disambiguate authorship, and revealed that only 25.68% of the RNs could be unambiguously attributed to authors of the retracted articles alone or jointly and that authorship could not be determined for 28.92% of the RNs. Furthermore, the study has found marked disciplinary differences in the different categories of RN authorship. These results point to the need for more explicit editorial requirements about RN authorship and their strict enforcement.

# **A comparative study on cognitive validity of two international EFL reading tests in China**

Wandong **Xu** & Tarun **Sarkar**  
Chongqing University

Cognitive validity refers to the cognitive processes employed by test takers when they process test tasks and the degree to which they are equal to real-life domains (Cheung, McElwee, & Emery, 2017). Without considering the cognitive processes at the centre of validation, it is hard to generate a convincing validity argument for any assessment practice (Weir & Taylor, 2011). Hence, the current study is designed based on Weir's cognitive processing model (2005), to validate the reading tasks of two well-recognised international EFL tests (IELTS and TOEFL iBT). Conducted from the perspective of test takers who sit at the heart of any assessment, this paper reported the cognitive processes elicited in the reading tasks through a verbal protocol method. And the study intends to address two research questions: What cognitive processes are the test takers actually employing when attempting reading tasks? Are there any similarities and differences among the cognitive processes employed by the test takers while attempting IELTS and TOEFL iBT reading tests? Findings from this study are expected to shed light on test preparation, on test design, development of the two tests and beyond.

# **An exploratory study into the correlation between working memory and L2 proficiency of Chinese learners**

Wandong **Xu** & Baoshu **Yi**  
Chongqing University  
Anhui Agricultural University

Working memory (WM) refers to the memory system incorporating the temporary storage and manipulation of information (Baddeley, 2003). Since its introduction into the L2 field, linguists have conducted various researches to investigate the impact that WM exerts on L2 output from different perspectives, but have not yet reached agreement on their correlation (Juffs & Harrington, 2011). Concerning this, the current study explores whether they are correlated through analysing the working memory capacity and English proficiency of 55 university students in China. These participants were required to provide a self-assessment of their English proficiency and report their scores in the Chinese National Matriculation English Test (NMET). They also completed the Operation Span Task (Turner & Engle, 1989), which measures their working memory capacity (Baoshu & Luo, 2012). The findings reveal that WM is positively correlated to the NMET scores in a linear manner but not to the self-assessment results. It is worth noting that the participants' self-assessed English proficiency might be less reliable due to their lack of self-evaluation training. Hopefully, the current study would contribute to the theoretical development about the predictive role of WM in L2 proficiency as well as practical implications for L2 learning in terms of WM training.

[1] CLEC, Chinese Learner English Corpus (Chinese)  
WRICLE, Written Corpus of Learner English (Spanish)  
USE, Uppsala Student English Corpus (Swedish)

# Personal learning environment: An experience with ESP teacher training

Xiaoshu **Xu**  
Wenzhou University

This is an exploratory research attempt to integrate learning management system (LMS) with personal learning environment for the training of English for specific purposes (ESP) teachers in tertiary education in China. Based on the previous research on the 7-factor technology, pedagogy and content knowledge (TPACK) framework and the 5-factor skill framework for ESP teachers in China, a PLE-ESP platform was built in the form of a website ([www.esper.cn](http://www.esper.cn)). To assess the effectiveness of the incorporated PLE-ESP platform, a 2-month pilot study among 20 ESP participants was carried out. The satisfactory survey results indicated a positive impact on the skills required in ESP teaching, learners' self-regulated learning competency and their ICT literacy. Recommendations were made for future research on the successful integration and maintenance of PLE and LMS.

# **Case study of failed English e-learning analysed by Trajectory Equifinality Model**

Takenori **Yamamoto**

National Institute of Technology, Kisarazu College

This paper reports on an English learning practice with e-learning for students studying engineering at a college in Japan (KOSEN). KOSEN introduced an e-learning system to enhance students to achieve a certain score of TOEIC. However, the result of the introduction was not what English teachers hoped. Therefore, the author conducted a series of interviews to explore how the KOSEN students failed or succeeded in English learning with e-learning and analysed the data qualitatively with the Trajectory Equifinality Model. The data analysis shows there are three periods of learning progress. In the first and second periods, a failed student and a successful student took a similar progress. Both had a positive attitude for learning English and achieving TOEIC scores in the first period, but they both gradually lost their willingness to learn in the second period. The third period was the time when failed and successful students showed different signs of progress. The successful student found his own needs for English e-learning, whereas the failed students kept losing her positive attitude for learning English, achieving TOEIC scores and using e-learning. These findings imply that teachers need to observe students, motivate them and guide them to enhance their learning in e-learning.

# **Exploring students' and teachers' perceptions of English as medium of instruction in a Sino-British university**

**Ke Yang**

Hong Kong Baptist University

English medium of instruction in higher education has become increasingly common in both European and non-English speaking countries. Informed by Spolsky's language policy framework, this study uses a qualitative approach investigating university students' and teachers' perceptions of English medium of instruction in the bachelor's degree program in accounting and finance in a Sino-British university. Pre-observation one-on-one interviews with the teachers, classroom observation, and post-observation focused group interviews with the students as well as one-on-one interviews with the teachers are adopted for data collection analysis. The findings suggest that EMI is favoured by both the participating teacher and the students, while there are frequent occasions where teaching and learning are hindered by insufficient proficiency in English on both sides. Meanwhile, both the teacher and the student participants agreed that EMI would have a positive influence on a student's future, such as further study and career prospects. Therefore, it seems that English medium of instruction in this Sino-British university has received positive and supportive viewpoints. Implications, such as more integration of first-year academic English with later years of subject learning and better lecturing skills in English, are also provided.

# **The development of EFL students' beliefs about autonomous learning**

**Nae-Dong Yang**  
National Taiwan University

Learner autonomy is the basic element of learning. Therefore, teaching students effective learning strategies, which assist their second language (L2) learning and help them to become autonomous, will contribute to their future lifelong learning. As the learners move from being assisted to getting more control of the learning process, it involves a change of concepts (Holec, 2007). How do L2 learners change their beliefs and concepts during the process of moving towards learner autonomy? This question was explored in a study reported in this paper. Under the framework of metacognitive learning strategies-based instruction, this study aimed to promote autonomous learning and lead students to move from being assisted to being able to take control of the elements of language learning, including learning goals, materials and resources, learning activities, evaluation, and management of the learning. A total of 34 students from a college English class participated in the study. The belief questionnaires were administered in the beginning and at the end of the semester to examine the changes in students' beliefs. The paper presents the development of L2 learners' beliefs about autonomous learning and about the roles of the learners and the teacher, followed by instructional suggestions to enhance students' autonomous learning.

# **Enhancing the English language proficiency of technical staff in an EMI university**

**Shanru Yang, David Oakey, Marcello Picucci, Robert Smith, Dennis Jia & Emilia  
Zawadzka-Kukula**  
University of Nottingham Ningbo China

In a world that has never been so globalised with the aid of online communication, challenges could appear easily, especially when English becomes a lingua franca in a local discourse community (Swales, 1990). As Larsen-Freeman (1997) stated, English language learning is never a linear process but rather a complex system. Nevertheless, in the context of English for Academic and/or Specific Purposes (EAP/ESP), current training courses for the English language proficiency of staff seem to lack research-based approaches. Educators' English levels will directly affect the teaching quality, internal communication and effective interaction with students. To address this gap, a research-led project is conducted in an English as a medium of instruction (EMI) university in P.R. China (2017–2018), with the support of a Learning and Teaching Grant, to improve the English proficiency of its Faculty of Science and Engineering Technical Support Team. Based on a needs analysis (NA) of the technicians, an intensive training course was divided into three phases: 1) Teaching via English in laboratories; 2) Daily communication in an academic context; 3) Interaction with external visitors. This paper aims to explore a systemic programme to meet the students' expectations and shed some light on the staff development in a globalised world.



# **Metacognitive strategy instruction and EFL reading: Anxiety, self-efficacy, and motivation**

Yi-Chun Christine **Yang**  
National University of Tainan

The study investigated the effects of EFL metacognitive strategy instruction on reading motivation, self-efficacy, reading anxiety and reading comprehension. Sixty-five students from two intact classes participated in the study and were divided into two groups, the experimental and the control group. Forty students from one class were in the experimental group while 25 students from the other class were in the control group. Students completed the pre- and the post-test in reading. Concurrently, they also completed three questionnaires, including the reading anxiety (RA), the self-efficacy (SE) and the reading motivation (RM) questionnaires. The treatment for the experimental group is metacognitive strategy instruction that lasted for six weeks. Noticing logs were employed to understand students' noticing when reading. The results show that students in the experimental group had a higher level of self-efficacy though the difference between the two comprehension tests did not reach significance. Many students also indicated that they noticed their lack of vocabulary in understanding the passage. However, students mentioned that they made progress and would like to receive more strategy instruction to foster their reading ability. In conclusion, metacognitive strategy instruction is conducive to EFL learners' self-efficacy, which may indirectly promote reading comprehension and reading motivation largely.

# **Study on the importance of cultural implantation in oral English teaching: Thinking on Chinese students' "how are you?" question-answer mode**

Zhuanxia **Yang** & Jianguo **Tian**  
Northwestern Polytechnical University (NPU)

With the rapid development of science and technology, the world is nowadays becoming a global village and the cross-cultural communication among countries is increasing, which causes a sharp demand for English (the lingua franca) talents. Thus, English learning is becoming more and more popular, and oral English teaching and learning has drawn much attention. However, there exists an interesting question-answer mode in Chinese English learners. When asked "*How are you?*" most people instinctively answer "*I'm fine, thank you! And you?*" The main reason for the above phenomenon is that oral English teaching in China mainly depends on static things such as books, requiring students to recite English sentences mechanically and apply them to real communication. This teaching method ignores the specific context and cultural background of language use, which leads to students' poor and weak abilities in oral English application and intercultural communication. Thus, cultural implantation appears to be particularly important in oral English teaching. Enlightened by the "*How are you?*" question-answer mode, this article is going to analyse the importance of cultural implantation in oral English teaching on the basis of context theory, hoping to provide future reference for China's oral English teaching.

# **Creating classroom contexts for literacy through social practice in global communities**

**Akie Yasunaga**  
Tokyo Keizai University

One challenge that many English teachers face might be how we relate language uses in connection with actual practice in global communities. Halliday and Hasan (1976) claim that creating a text is a social process of meaning making in context; hence language is inseparable from the community and culture where it is used. Standing on the notion of systemic functional linguistics (SFL), this presentation examines literacy practice, not in terms of reading or writing, but, borrowing the expanded view of literacy (Kern, 2000), in terms of its functional aspects, which include 1) language for realising communication, 2) language in connection with social practice in communities, and 3) language for mediating knowledge. To examine these aspects, the presenter conducted a research project adopting a content and language integrated learning (CLIL) approach, by which she attempted to help students learn both intellectual contents and the authentic texts, using presentations in TED Talks. The aim was to expose students to social practice in global contexts and to expand their learning by further researching the issues by themselves to share ideas through in-class presentations. The post-course survey responses revealed that affording meaningful literacy practice was critical to have stimulating literacy experience.

# Intercultural communication and transformational learning: A Confucius Institute teacher in Britain

Wei Ye  
Huanggang Normal University

Second language (L2) identity has attracted much attention in recent education research. Previous studies focus mainly on immigrants or study abroad students; relatively little attention, however, has been paid to the growing numbers of teachers of Chinese as a second language working abroad. The Chinese government started in 2004 to recruit teachers to work in Confucius Institutes, non-profit public institutions that aim to promote Chinese language and culture, support local Chinese teaching, and facilitate cultural exchange. By 2012, more than 2200 teachers and 10,000 volunteers had been recruited and sent to 387 Confucius Institutes and 509 Confucius classrooms (local hubs in schools) in 108 countries. This paper reports a longitudinal case study undertaken with a Confucius Institute Chinese Teacher (CI) working in Britain. The focus is on exploring the way he interprets and makes sense of his experience and how he is empowered in the process. Underpinned by post-structuralist perspectives on identity, it employs a multimodality approach and draws, in particular, on blog entries over the period of two years which shed light on the negotiation, formation and expansion of his identity as a CICT. *The paper concludes with suggestions for ways forward for international education professionals and programme supervisors.*

# Comparing verbal report methods for researching second language listeners

Michael Yeldham  
The University of Hong Kong

Verbal report is a commonly used method for researching L2 learners' listening strategies. However, there are a number of issues associated with its use. An integral, underexplored issue is how (and whether) the researcher ought to prompt the listeners to elicit their thoughts. To address this deficiency, this study examined three different prompting (mediation) styles. Two of these styles were different types of mediated verbal reports. Style 1 used researcher questions flexibly in response to preceding learner comments (e.g. "Why did you say \_\_\_?", "How did you know \_\_\_?"). Style 2 was an abbreviated version of style 1, but with an additional question aimed at eliciting any further unreported thoughts ("Was there anything else you were thinking that you forgot to tell me?"). Style 3 was an unmediated verbal report. There were 14 learners in the study, with each examined under the three mediation styles. Data from learner interviews and analysis of the learners' verbal reports were used to evaluate the three styles. It was found that the mediated styles were strongly favoured by the learners for a variety of reasons, and that these mediated styles clearly produced the best data for second language listener strategies research.

# English segmental pronunciation instruction: Examining the effect of enhancing abdominal control

Michael Yeldham  
The University of Hong Kong

Instruction in L2 English segmental pronunciation has focused almost exclusively on honing learners' articulatory functions. However, effort from the abdominal area is required to produce many sounds; this is often problematic for Chinese learners of English, yet a neglected area of instruction. Sounds reliant on abdominal effort can include vowels and diphthongs such as /i:/ (*cheap*), /u:/ (*moon*), and /eɪ/ (*Jane*) – especially in syllable-medial position – and voiced consonants, such as /ʒ/ (*usually*), /z/ (*zoo*), and /ð/ (*brother*). This study of graduate students enrolled in summer pronunciation classes had two components. The first was an experimental comparison of two groups of these learners. Both groups were taught sounds including those listed above. They were taught the articulatory positions for the sounds, and practiced saying them embedded in words and sentences. However, the experimental group was also taught to use their abdominal region in producing the sounds, while the control group was not. The second component of the study was a longitudinal one, examining whether gains made by learners from the experimental group were maintained over time. The study involved Mandarin and Cantonese L1 speakers, and the results are presented for both these groups combined and also separately for each group.

# **Anxiety of Cambodian students' English learning for studying at Buriram Rajabhat University, Thailand**

Chaleomkiet **Yenphech** & Khampeeraphab **Intanoo**  
Buriram Rajabhat University

The purposes of this study were 1) to investigate the anxiety of Cambodian students who are learning the English language to study at Buriram Rajabhat University, 2) to compare students' anxiety according to gender, age, education level, English original and source knowledge of English. The participants were 30 Cambodian students who were enrolled to study a bachelor's program in academic year 1/2016. The instruments were a questionnaire which consisted of four parts: Likert scale, an open-ended and an in-depth interview. Data were analysed by using percentage, mean, SD and a comparison of average percentage of basic information. This study indicates that the overall anxiety of students during English lessons before admission to the higher education is at a high level. The general anxiety of students is at high level. In addition, overall anxiety during higher education programs by using English language is at a moderate level and the anxiety while learning in the class is at a moderate level. The comparisons found that the highest average is the reading skill of the students who completed a lower graduation before coming to study in Thailand, the writing skill of the students who learnt English from relatives, and the reading skill of those who used to learn English, respectively.

# **A longitudinal study of an EFL young learner's anxiety**

**Su Yon Yim**

Chinju National University of Education

This paper reports on a longitudinal study that attempted to investigate the English language learning anxiety of a young EFL learner in Korea. The study tracked changes during a 7-year period, from primary to secondary school days, and explored factors which impacted her anxiety in learning English. The participant was asked annually from 2011 till 2017 to respond to the FLCAS and interviewed about changes in responses. The results indicate that the learner's anxiety in learning English seems to be heavily influenced by her experience outside the classroom, including private lessons. These findings highlight the need to examine students' learning practices outside the classroom to better understand students' English learning anxiety.

# **Empowering teachers through reflection: An action research**

Judy Yin

Korea National University of Education

The purpose of this action research was to explore ways to empower English teachers by means of guiding them to reflect on their teaching experience. Through collaborative reflection tasks during a professional development course, in which the teachers were asked to redefine ESL theories and methods within the Korean EFL context, the teachers were able to become aware of their weaknesses and insecurities in teaching English. The results of the study show that reflection regarding one's own teaching beliefs and experience should be carried out prior to adopting new teaching approaches or methods in order to explore one's practices and underlying beliefs, which can lead to changes and improvements in one's teaching.

# **A corpus-based study of the use of 'past' followed by temporal nouns**

Isaiah WonHo Yoo  
Sogang University

Followed by a temporal noun, 'past' is synonymous with 'last,' but not with non-deictically anchored 'previous,' e.g. "I've not been feeling very well for the past/last/\*previous few days." Emphasising the deictic nature of 'past,' most dictionaries provide examples in which 'past' occurs with the present perfect, giving the impression that 'past' is incompatible with other tenses. A close examination of the tokens of 'past' retrieved from the Brown and the Frown corpora, however, has revealed that it is not uncommon for 'past' to occur with the simple past or even with the non-deictic past perfect, e.g. "His wife had left him the past year for a wealthy Wall Street broker," and that 'past' occurring with the past perfect can be explained as instances of free indirect style, discourse freezing or difference in reality, i.e. the three discourse principles allowing a shift in viewpoint with 'last' (Yoo, 2015). Although research on temporal reference has thus far been "strongly biased towards certain devices" such as tense, Aktionsart and aspect (Klein, 2009, p. 41), this study shows that our understanding of how time is encoded in language can benefit from research studies dealing with the relationship between tense-aspect, temporal adverbials, and discourse principles.

# **The relationship between reflective teaching and willingness to communicate on intrinsic motivation of Iranian advanced learners**

Maryam **Yousefi** & Mohammad **Zohrabi**  
University of Tabriz, Aras International Campus

Motivation is crucial for success in language learning. This study was performed based on a correlational and a quasi-experimental design where 20 teachers and 240 EFL advanced learners were identified for analysis. The reflective teaching questionnaire was distributed among the teachers, and the willingness to communicate (WTC) along with the intrinsic motivation questionnaires were given to the learners. In order to obtain the proficiency scores of the participants, a TOEFL test was administered to the 240 advanced learners. Two teachers, a reflective teacher and a non-reflective teacher, were selected based on the results of the reflective teaching questionnaire. Also, 60 participants were selected randomly and divided into an experimental and a control group. Then the groups sat for the PET exam. The results revealed a significant and positive relationship between reflective teaching, WTC and intrinsic motivation as well as the proficiency test scores of the participants. Based on the results showing that reflective teaching affects the proficiency level of the participants, we propose that teachers should try to adopt a reflective way of practice so as to help learners improve their intrinsic motivation and consequently their gains in language learning. Reflective teaching also had a positive impact on the proficiency level of the participants.

# **Impact of short-term immersion program: Pre-service teachers' development of intercultural communication competence and pedagogical belief**

Baohua Yu

The Education University of Hong Kong

This project provides opportunities for self-reflections of pre-service students who have fulfilled the immersion studies in English-speaking countries. Face-to face interviews were conducted where students were stimulated to retrospectively report their experiences, which led to significant changes after the immersions such as improved communication skills and confidence, increased awareness of intercultural sensitivity and more willingness to communicate. In addition, students also reported the achievement of personal growth and changes in their pedagogical beliefs about English language teaching. Interestingly, practical implications for the length of immersion and arrangement of host families were also found in this study.

# Comparing the lexical complexity of CET-6, IELTS and TOEFL iBT reading tests

Chengyuan **Yu** & Xiangdong **Gu**  
Chongqing University

In this era of globalisation, English, as a lingua franca, is the language of instruction in English-speaking countries and beyond. For admission into these English-delivered programs, a satisfactory score on English tests is a prerequisite. To promote fairness in admission, comparability studies of different tests are necessary for making reliable concordance tables. As such, focusing on lexical complexity that is measured by lexical difficulty and diversity, this paper compares the reading texts of three English tests for admission purposes: CET-6 (e.g. for admission into University of Macau), IELTS, and TOEFL iBT from 2006 to 2017. Through Text Inspector, an online text-analysing tool, syllable counts and both token-based and type-based word frequency measures by referring to BNC and COCA are adopted to measure lexical difficulty; VOCD and MTLT are employed to report lexical diversity. The results suggest that the different measures of lexical difficulty and diversity demonstrate internal consistency. TOEFL has the highest lexical difficulty, followed by IELTS and CET-6 in sequence, while CET-6 has the highest lexical diversity, followed by IELTS and TOEFL in sequence. This study not only offers detailed and interesting lexical patterns of the reading texts of these three tests, but also informs their comparability.

# **Workplace language socialisation of engineers in Hong Kong: An activity theory perspective**

Cindy Yu  
City University of Hong Kong

In the field of second language socialisation, there has been a growing interest in how L2 English speakers acquire linguistic competence in the workplace context, yet little work has been done in the Hong Kong context. This presentation reports part of the findings of a study conducted to examine the second language socialisation processes of novice construction engineers in Hong Kong. The study employed a multiple-case study design and collected data from multiple sources including semi-structured interviews, field observations and textual analysis from 10 novice construction engineer trainees in Hong Kong. Drawing on the activity theory model (Engeström, 1987; Leont'ev, 1978), this presentation illustrates how workplace and training-specific activities were interconnected in the workplace. It also demonstrates how the process of a professional writing activity (i.e. Training Logbook writing) was dependent on the interaction between various contextual factors in the workplace. The findings give insights into novice professionals' workplace language learning experience in Hong Kong. In addition, the study brings pedagogical implications for course design in domain-specific communication for tertiary education.

# Is online review an emerging genre? The case of Couchsurfing references

Cindy **Yu**, Thomas **Chan**, Yu Hang **Kwan** & Belinda **Ko**  
City University of Hong Kong  
The Education University of Hong Kong

Advances in information technology have led to the emergence of various digital modes of communication. In particular, the rise of the internet has encouraged the rapid development of the online review genre. Of the many different online reviews, 'online references' have exploded in popularity in recent years. Nevertheless, these texts have been explored mainly from the social science rather than linguistic perspective. The current study presented in this paper is therefore an attempt to look at this underexplored genre. Drawing on Bhatia's (1993) genre theory, the study analysed a corpus of 'positive' online references ( $N=200$ ) produced by users of a hospitality service website (HSW) – Couchsurfing. The results show that the positions of the moves and steps identified in the references are quite fluid and that various (non)linguistic features (e.g. evaluative lexis, modal verbs, e-grammar, emoji) are commonly used. Some of these findings differ from those found in prior studies of online reviews from other HSWs such as TripAdvisor and Airbnb. It is hoped that the findings of the present study can contribute not only to the study of the online review genre but also to language use in digital media in general.

# **The effects of L1 and L2 as medium of instruction on L3 acquisition**

**Miao Yu & Marta Ulanska**  
Sichuan University  
Lodz University

The effects of globalisation have prompted programs of multilingual education in different regions and countries during recent decades. Multilingual education takes different forms due to its relationship with the local educational and sociolinguistic contexts. In China, foreign languages are usually taken as a school subject, whose teaching and learning mostly happen in a classroom instruction environment. While most of the foreign language instruction in the educational context uses Chinese or the target language as the medium of instruction, there exist a few cases in which the language learners' second foreign language (L3) is instructed by using their first foreign language (L2). From educational and sociolinguistic perspectives, this study aims to compare language learning motivation, attitude, willingness to communicate (WTC) in the target language, and international posture of two groups of Chinese third language learners: one group learns Polish through English, another learns Spanish through Chinese. English is the L2 for both groups. It is hypothesised that when L2 is used as the medium of instruction in L3 acquisition, it will improve the language learners' motivation, attitude, WTC and international posture towards L3. Both qualitative and quantitative research methods will be employed. Questionnaires, interviews and introspective diaries will be mainly used to collect data.

# **Positive discourse analysis of attitudinal resources in remarks: Taking remarks at the plenary session of the BRICS Xiamen summit as example**

**Lei Yue, Yi Zhang & Wang Jiayu**  
School of Foreign Studies, Northwestern Polytechnical University

Based on the appraisal theory, this paper analyses the attitudinal resources used in President Xi's remarks from the perspective of positive discourse analysis. The author chose remarks by President Xi at the plenary session of the BRICS Xiamen summit as material, calculating frequencies of affect, judgement and appreciation resources, respectively. It is found that appreciation resources rank first and account for 46.9%, then comes judgment resources with 31.2%, and the last is affect resources with 21.9%. Based on the quantitative results, the author further analyses three types of attitudinal resources from the perspective of positive discourse analysis. It is found that affect resources show the happiness, confidence, wish and satisfaction towards the cooperation. Judgment resources indicate the resolution and obligation of China in this partnership. Appreciation resources reflect the importance and worthiness of the BRICS partnership. As a whole, each attitudinal resource conveys a positive attitude towards this partnership. Additionally, it is hoped that this paper will help teachers to use the perspective of positive discourse analysis to analyse various discourses when they teach students.

# **Engagement and reader construal in academic texts: Investigating Chinese students' master's theses**

**Ying Yue**

School of Foreign Languages and Literature, Beijing Normal University

Traditional views of academic texts presuppose objectivity as a community convention regardless of the fact that disciplinary knowledge is socially constructed. The engagement system under appraisal theory, however, treats text as a site for interaction and therefore emphasises not only the truth value of propositions but also the writer's willingness to negotiate with both the actual and the potential readers. Thus the writer's choices of engagement locutions are influenced by his or her awareness of the audience. The present article attempts to investigate how the engagement resources are used in the conclusion section of Chinese MA students' theses of Applied Linguistics, aiming to capture the appraisal characteristics and thus provide a reference point for the pedagogical practices of academic writing. More specifically, with a 20 theses as data and UAM as statistical tool, this study identifies the broad categories of monogloss and heterogloss, the sub-categories of heteroglossic functionality, the prosodic features and the dominant locutions. All these factors would be interpreted and hence reveal the way writers project their stance with respect to the reader-writer relationship – their academic identities and the intended readers. The results indicate that the student writers generally maintain modesty with wordings of entertain and articulate authorial voice with wordings of endorsement.

# Assessing science communication competence: A rubric designed for popular science news writing

Pui Lam Brenda **Yuen** & Sirinut **Sawatdeenarunat**  
National University of Singapore

This paper investigates the validation of an analytic rubric developed for a science communication module for undergraduate students measuring their writing ability to communicate scientific information to non-specialist readers. The rubric adopts Bell's (1991) notion of *news values* in press media and identifies *clarity* and *colour* as the two main aspects of communication competence in science news writing. This study is situated in the paradigm of an embedded mixed methods research in which tutors' ratings, their annotations of scripts, explanations and feedback during semi-structured interviews were collected and analysed. Ratings were analysed using the many-facet Rasch model (MFRM) to examine rater reliability and severity, difficulty of items and functioning of the rating scales. The quantitative analysis shows that the rubric appears to be functioning well in terms of rater reliability and severity, but it needs revision such as the use of fewer rating scale categories. The qualitative analysis supports revision and recommends refinement of the descriptors. This study illustrates how the MFRM analysis complemented by qualitative data obtained from raters provides direction for future revision and improvement of the rubric, and suggests implications for rubric development and validation for ELT educators in assessing writing competence.

# **Exploration into curriculum design and the challenges for primary to tertiary English programs**

Yuri Jody **Yujobo**  
Tamagawa University

This presentation will go through the research and process of setting up a new ELF curriculum including the hardships of developing proficiency benchmarks. Also, curriculum designers find it difficult to set appropriate evaluation criteria that can match both the somewhat ambitious yet unrealistic National Ministry educational goals and the demands that need to be met for developing future 21<sup>st</sup> century skilled global human resources in Business English as a lingua franca. The presenter is working in a committee to revise the English curriculum for all grades ranging from kindergarten through university at an all-one-campus private academy and university in Tokyo based on ELF-informed research and BELF goals. Our team of curriculum development teachers face notable uphill challenges as we work on establishing new benchmark levels of proficiency markers. This presentation will be of interest for individual divisions from primary, secondary and tertiary and those who are looking for valuable links from one division to the next. American standards of the Common Core and WIDA are also mentioned and researched as a starting point in developing a new English curriculum design based on English as a lingua franca.

# **Local and foreign students' views of English-medium courses: A Japanese context**

**Emiko Yukawa**  
Ritsumeikan University

The present study focuses on what we call 'the transitional EMI (English as the medium of instruction)' which refers to the EMI designed for local students who may still lack sufficient L2 English abilities/experiences. In our workplace we have a program called 'theme studies', which can be taken by students across colleges to fulfil a part of their liberal arts requirements. The course description specifies the minimum English proficiency required to take these courses and all of them are kept small in class size. This study investigates the course takers' views of the EMI 'theme study' courses they took. A questionnaire survey ( $N=91$ ) was conducted at the ends of the two semesters in academic year 2017, i.e. July 2017 and January 2018. The questions included their English proficiency, degree of comprehension of the course, sense of improvement in English and English learning motivation, degree of completing homework, attitude towards and use of L1 in class, and desire to take more EMI courses. A preliminary analysis indicates that their overall perception of the EMI courses is favourable, but there is a difference between the local students and the foreign students. Possible reasons and pedagogical implications will be discussed.

# **The upshot of target situation analysis in writing for academic purposes at non-English education study programmes**

**Audi Yundayani**

STKIP Kusuma Negara, Jakarta-Indonesia

Academic writing competence is required by college students for study purposes in a formal higher education system. At the college level, the aim of an academic course should be to build students' academic performance – it can be seen as the heart of academic life. This paper describes the upshot of target situation analysis in an academic writing course at non-English education study programs. The upshot was described in terms of (1) the learning objective and (2) required knowledge and skills in studying academic writing skills at non-English education study programmes. A descriptive survey was used by involving the fifth-semester students of six non-English education study programs, three instructors and six heads of study programs. The research data were collected through (1) questionnaires and (2) semi-structured interviews. The data were analysed through a qualitative method. The research results showed that (1) the learning objective is to obtain students' ability in arranging and developing good sentences into a paragraph in discourse related to each discipline; (2) the students must be given the knowledge and skills of (a) rhetorical functional in the form of description, narration, definition and classification; (b) academic genres in the form of essay and report; (c) writing process; (d) summarising; and (e) paraphrasing.

# **Transition from secondary school to higher education: Implications for academic English learning**

**Kevin Yung & Natalie Fong**  
The Education University of Hong Kong  
The University of Hong Kong

Globalisation has made higher education increasingly internationalised, reinforcing the importance of English as a means for academic communication. In this regard, many universities in non-English-speaking countries mandate that local first-year undergraduates take an English for Academic Purposes (EAP) course. At the same time, native speakers of English and local students who attain outstanding English results in public examinations may be granted exemption. An important question to ask is: Are students of high English proficiency ready to use English for university studies without taking an EAP course? This study addresses this question by focusing on the cases of nine first-year high English proficiency undergraduates admitted to an English-medium university in Hong Kong. These students attained the highest level in English language in the local secondary school leaving public examination. Two in-depth interviews were conducted with each participant to evaluate their learning experiences in secondary school and taking the university EAP course. The findings reveal the challenges of learning EAP among those high-achievers and reveal the gap between secondary school English and academic English. The study offers insights into what first-year students need in EAP when they transition from the local secondary school context to the increasingly globalised higher education context.

# **Language production in EFL contexts seen from the points of view of curriculum, teachers and students**

Kamaludin Yusra  
Mataram University

Since the introduction of the 2006 curriculum, the teaching of English in Indonesia has highlighted the need for the students to produce English texts orally and in written form. The use of the 2013 curriculum has endorsed it further by incorporating spirituality and morality in addition to knowledge as the bases of skilful production of English texts. The latest revision of the curriculum has added a new need for the students to be more responsible with their own learning and teachers should facilitate them to learn independently or collaboratively in producing oral and written texts in English. Using policy document analysis, this paper elucidates the nature of oral and written target texts in the curriculum for student production. Using video-recorded observation of EFL classroom activities, the paper teases out the strategies that the teachers and the students employ in responding to the curriculum target. Using interview data, the paper discusses challenges and opportunities facing teachers and students in the production of English texts.

# **Authentic assessment: Current practices and future directions**

**M Zaim**

Universitas Negeri Padang

Authentic assessment has been applied widely in English classes at schools in Indonesia since 2013 to assess learning process and achievement in English. However, teachers still face some difficulties in implementing such assessments. This paper aims to reveal current practices of the implementation of the authentic assessment in assessing speaking and writing skills at a junior high school and proposes some directions for future improvement. The data were collected by questionnaires, observation and interview with respondents from six junior high schools in Indonesia, involving 18 teachers and 420 students. The findings show that only a few teachers can implement authentic assessment properly in class, while others need to enhance their skills in assessing authentically in class. Students who were evaluated authentically have high motivation and a good achievement to use English in and outside the class, while students who were not assessed authentically still have low motivation and performance in speaking and writing skills. All teachers are eager to enhance their skills in using authentic assessment suitable with the need of assessments for speaking and writing skills as required in the curriculum. Some directions for implementing authentic assessment in English are proposed for the future.

# **Mobile-based English dictionaries (MBDs) in Chinese EFL learners' incidental English vocabulary learning**

Danyang **Zhang**  
University of Cambridge

L2 vocabulary acquisition has become one of the essential aspects in ISLA (Schmitt, 2008). Many scholars, such as Oxford (1990), refer to vocabulary knowledge as the most sizable and unmanageable aspect in language learning. In China, university students attach much importance to English vocabulary learning. A majority of Chinese university students are accustomed to using rote-learning methods to memorise the spelling words and their Chinese explanations. On the one hand, this may be beneficial for students' adaptation to the Chinese exam-oriented education system. On the other hand, only a few words can be directly taught by instruction in the classroom (Nagy & Herman, 1987). Also, students may become bored with mechanically remembering words (Chen, 2001). In this case, I want to explore a new vocabulary learning approach. Profiting from the rapid development of mobile technology, mobile-based dictionaries (MBD) have become increasingly popular in China. My study will concentrate on the use of mobile dictionaries, especially in incidental vocabulary learning. On the whole, this study underscores how MBDs facilitate learners' English vocabulary learning. Second, this project fills in the research gap by exploring how learners use MBDs when reading. Third, as language learners' attitudes impact their performance (Nyamubi, 2016), the attitudes of language learners have been considered.

# **Connecting young learners to the real world with practical activities**

Jamie Min **Zhang**  
Beijing Normal University Publishing Group

In a lot of English language teaching and learning, many teachers and learners who live in a country where English is a foreign language have not yet found an effective way of connecting themselves with the rest of the world, and as a result young learners cannot use the language successfully outside of the classroom. In this workshop, we will work on effective ways of establishing real-world connections to the classroom activities that can help teachers and young learners extend teaching and learning out of the box, and the real-life activities can also motivate students to be engaged in the language class. Teachers will have opportunities to examine how these activities can be localised to fit into your own classes, as well as run through the steps involved in creating our own activities. There will be practical demonstration and teaching ideas for teachers to take away and practise with their own students.

# **Exploring primary EFL teachers' beliefs from a socio-cognitive perspective**

**Li Zhang**

Jiangsu Second Normal University

The beginning of the 21<sup>st</sup> century witnessed a renewed attempt to expand English into the primary curriculum in China. Since teaching is a type of improvisational performance, the enactment of SLTE programs is grounded in personally evolved beliefs about teaching and learning. In a blended social-cognitive perspective, this researcher reconstructed a framework of teachers' beliefs and conducted an online survey on over 2000 primary EFL teachers. The study is guided by two questions: 1) What personal and professional factors are related to primary EFL teachers' beliefs? 2) Do intra-item correlations exist between teachers' beliefs? The results yield the findings that significant differences are available between the participants with various demographic factors except professional title and class frequency, and that inter-item correlations exist between the variables of teachers' beliefs. Finally, the researcher established an integrative SLTE model which encourages interaction between pre-service education and in-service development, between professional contexts, SLTE programs and teacher cognition, between university tutors, school mentors and student or trainee teachers, between informed theories, teaching practices and teachers' beliefs, and between teachers' beliefs, teacher decisions and instructional behaviours.

# **A comparative study on interactional metadiscourse in central bank governors' speeches**

Lingyu **Zhang**

Century College, Beijing University of Posts and Telecommunications

The outbreak of the financial crisis in 2007 has highlighted the importance of central bank communication. Most researchers have drawn on economics or finance to explore efficient ways of central bank communication, while not enough attention has been paid to the language used by global monetary authorities. In light of this, the thesis focuses on interactional metadiscourse which has interpersonal functions to discuss efficient central bank communication strategies during a financial crisis. Ninety speeches delivered by central bank governors from China, Germany, Japan, the U.S. and the UK during the global financial crisis of 2008–2009 were collected. Drawing on Hyland's metadiscourse framework, this thesis conducted a comparative study across the five central banks in line with Khabbazi-Oskoueia's taxonomies of interactional metadiscourse. It was found that the five central bank governors had similar preference for engagement markers, uncertainty markers and their subgroups, but made different choices of the subgroups of certainty markers and attitudinal markers. After analysing the reasons, this thesis reaches the conclusion that during a financial crisis central banks should follow four communication strategies; namely, uniting the market, asserting authority, maintaining credibility and varying their tone of voice according to their culture and pre-crisis performance.

# **Language learner autonomy, academic and social integration: Multiple case studies of mainland Chinese students from a university of Hong Kong**

**Shengyong Zhang**  
The Chinese University of Hong Kong

As institutions of higher education (HE) across the world are increasing participation rates in study programs, a growing number of mainland Chinese students choose Hong Kong as an ideal destination. Hong Kong is an international city with Cantonese dominant in society and English dominant in class; therefore, this double transition greatly influences the autonomous language learning and the social and academic integration of this cohort. To better understand this situation, the present study adopts a qualitative research method with multiple case studies to investigate the developmental trajectories of eight students from a Hong Kong university. From the perspective of students, the present study explores how the participants develop learner autonomy to improve L2 learning, what motivates the mainland Chinese students to integrate into university life and what factors affect the process of integration. The findings will have positive implications for educators, administrators of international students' affairs and researchers, and it will also put forward specific suggestions to improve mainland Chinese students' motivation, engagement and progress. Ultimately, it aims to improve student learning in institutions.

# **Reading with comprehension: A reading fluency curriculum for Chinese students**

**Wei Zhang**  
The University of Akron

The shifted paradigm of literacy education has placed emphasis on students' language skill development. This is manifested in new education standards such as the Common Core State Standards in the United States (NGA & CCSSO, 2010) and the English education standards in China (Ministry of Education of the People's Republic of China, 2011). In these new education standards for native and non-native speakers of English, print concept, phonological awareness, phonics and reading fluency are foundation skills that should be taught simultaneously at the elementary grades. In particular, reading fluency, a literacy skill that requires reading with accuracy, pace and expression to demonstrate comprehension of a text, should be emphasised at the very beginning of English instruction (e.g. Fry & Rasinski, 2007; Rasinski, 2010).

This presentation describes a reading fluency curriculum designed for Chinese students who are learning English as a foreign language (EFL) in China. The curriculum includes five components of reading fluency instruction: 1) scope, 2) instructional materials, 3) instructional strategies, 4) read-aloud passages, and 5) implementation in EFL settings. The presentation will deepen participants' understanding of reading fluency instruction and its adaptation and implementation in China and other EFL settings.

# **Content and language learning opportunities in a dual language program**

Wenhao **Zhang**  
City University of Hong Kong

Asian students are moving to English speaking countries for their secondary education in increasing numbers. These English language learners (ELLs) often become proficient in playground conversations but have difficulties in accessing content in regular classes. Researchers attribute this as a difference between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP), with the case is being made that as academic English (AE) is sophisticated and decontextualised, ELLs should not be in content classes till they are fully proficient in AE. To explore content and language learning opportunities in content class, this presentation discusses how ELL students cooperate with each other in a dual language program in the USA and what language they use in group and teacher-student interactions. The findings show that (1) degree of student's formal language use is relevant to the pedagogical nature of collaborative tasks (e.g. whether the task involves clear language objectives and particular skeletal sentences), and (2) students' use of formal language increased when addressing the instructor while informal language characterised peer cooperation. One major implication is that besides teaching content knowledge, content instructors can be encouraged to improve ELLs' AE by providing appropriate scaffolding on language use and negative feedback.

# Exploring English public speaking pedagogies from sources of self-efficacy perspective

Xue **Zhang** & Yiming **Hong**  
Washington State University  
Zhejiang University City College  
Zhaoqing University

The English language is playing an ever-increasing role in global cultural, political and economic domains. This underscores a rapidly growing need for high-quality English public speaking (EPS) skills among college students and a need to better understand instructionally manipulable factors, such as self-efficacy, that may contribute to the development of EPS skills. Grounded in Bandura's self-efficacy theory, this study investigated the degree to which four sources of self-efficacy, namely enactive mastery experience (EME), vicarious experience (VE), verbal persuasion (VP), and physiological and affective states (PAS), predicted EPS self-efficacy among 263 adult Chinese English as a foreign language learners. The overall results in the combined sample largely support Bandura's hypothesised sources of self-efficacy, with EME, VE and VP – but not PAS – significantly making unique contributions to predicting EPS self-efficacy. The results by subsamples highlight prior EPS course experience, gender and academic major as factors that may impact the existence and the magnitude of the relationships between self-efficacy and its theoretical sources. This is particularly important for educators who wish to foster their students' EPS self-efficacy beliefs, as the findings suggest that different groups of students may respond differently to their instructors' efforts. Pedagogical recommendations for EPS self-efficacy building and performance supporting are discussed.

# Assessing EFL learners' English public speaking self-efficacy and sources of self-efficacy

Xue **Zhang**, Shuhua **Tong** & Yiming **Hong**  
Washington State University  
Zhaoqing University  
Zhejiang University City College

Due to globalisation, an increasing need for advanced speaking skills, and the interest aroused by English public speaking (EPS) competitions, EPS is increasingly important, especially among university students. Yet, although self-efficacy is strongly associated with performance, no psychometrically sound instruments to measure EPS self-efficacy among college-level learners have been developed to date. Grounded in Bandura's self-efficacy theory, the present study established validity (content, construct and convergent) and reliability (scale and item) evidence of two new instruments: *EPS Self-Efficacy Scale* (EPSSSES) and *Sources of EPS Self-Efficacy Scale* (SEPSSSES). Results of exploratory and confirmatory factor analyses in Sample A ( $n = 406$ ) confirmed four hypothesised EPS self-efficacy competency domains gauged by EPSSSES, namely: *language*, *topic*, *organisation* and *delivery*. Similarly, results in Sample B ( $n = 270$ ) supported four sources of EPS self-efficacy gauged by SEPSSSES, namely *enactive mastery experience*, *vicarious experience*, *verbal persuasion*, and *physiological and affective state*. Correlation analyses in Sample C ( $n = 263$ ) contributed to the development of self-efficacy theory within the EPS domain. The two new measures will help practitioners gauge their students' EPS self-efficacy and its development and enable future investigations of the role EPS self-efficacy plays in language learning.

# **Responding to supervisory advice: What is evidenced by connections between feedback and revisions?**

Yan (Olivia) **Zhang**  
University of Hong Kong

Understanding students' ways of responding to feedback is crucial in examining the impacts of feedback on writing and research development. Previous studies, however, were limited in reporting how students' replies to the feedback and their revisions made to writing reflect the patterns of engagement in writing/research activities. This study reports a master's student's responses to supervisory feedback by observing the connections between feedback and revisions of writing. To explain why responses were made in certain ways, it draws upon observations of supervisory meetings, advice provided in students' drafts and the student's interview accounts. The investigation reveals that this master's student had problems with properly situating his research within the existing literature and demonstrating adequate awareness of his target readers. The supervisory advice was effective in orienting him towards specific changes in his writing. However, as the student was uncertain about how exactly to meet the supervisor's expectations, revisions were not always made as suggested by the supervisor. Resistance to the advice, nevertheless, could be a sign of a novice writer learning to manage his self-representation and demonstrate his positioning in academic texts.

# **Cultural encounters: The existential progression of cross-cultural learning**

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Based on ideas from a number of philosophical traditions including analytic philosophy, philosophy of language, functionalism and existentialism, we present a new psychological model of cultural response that differs significantly from previous models relying primarily on reaction to stimuli (behaviourism) such as the S-R, S-O-R, and cognitive processing models. Whereas behaviourist models posit stimulus (or input) as the starting point for any given process leading to a response (or an output), this model instead asserts that the starting point for coming to understand new cultural information is one's existential identity, which is informed but not determined by one's background cultural context, one's internal mental states or some combination of the two. We argue that the progression from the initiation of an encounter with some culturally different artefact or event to one's response to that encounter is a sequence of four phases, which occur in the following order: questioning-reflection-connection-response. To illustrate the practical potential of this model we outline a hypothetical scenario in which we trace this progression through a case where a person comes to make sense of an encounter with a culturally different event and conclude by suggesting further applications in culture and language education.

# Writer background and voice construction in L2 writing

Cecilia Guanfang **Zhao**  
University of Macau

The construction of a distinctive authorial voice in written texts has long been regarded as key to successful writing, especially in English-speaking countries. Voice, therefore, has been an integral part of instruction and assessment in mainstream English composition classrooms. In the field of second language (L2) writing, however, some scholars argue that the concept of voice is too culturally loaded to be accessible to L2 students with a differing cultural and ideological background, especially those from 'collectivist' cultures. Nevertheless, no empirical evidence has been offered to support such a claim. Meanwhile, other scholars argue that L2 writers from collectivist cultures, too, can write with a strong voice. The present study, hence, empirically investigated the impact of writer background variables on the construction of voice in L2 writing. Examinations of the relationship between background variables and voice salience in 200 argumentative essays showed that L2 students of an Indo-European background did seem to write with a slightly stronger personal voice that would often signal a higher level of confidence and interaction with the audience. The small effect size, however, calls for cautious interpretations of the results to avoid pitfalls of overgeneralisation and extreme cultural essentialism.

# **Tracing convergence and divergence in pairs of natural science and humanities & social sciences research article abstracts in English: The case of China**

Jiaoyan **Zhao** & Baiqing **Li**  
Central South University

The main purpose of this corpus-based study is to investigate to what extent there is variation of structures and linguistic characteristics between English abstracts in Chinese natural science and humanities & social sciences journals. A corpus consisting of 300 research article abstracts collected from six prestigious journals published in the fields of natural science & humanities and social sciences from 2006 to 2016 was analysed, focusing on six aspects including structure and length of abstract and such linguistic characteristics as sentence length, tense, voice and professional vocabulary density. Computational tools like the chi-square test procedure of SPSS 17.0 and Excel software were utilised in all analysis, unless indicated otherwise. The analysis shows in both sub-corpus little use of present perfect tense and passive voice, and the length of the abstract tended to vary with no preference, a manifestation of arbitrariness. Differences between the two groups included greater use of short sentences in some natural science journal texts and a higher figure of professional vocabulary density. Another difference is the use of abstract structure. Natural science journal articles are more of the results-driven type while the research paper summary type is prevalent in the social sciences and humanities journals. The results indicate that there is significant disciplinary variation.

# **A study on evidentiality in English linguistic research articles**

Mengyan **Zhao**, Yi **Zhang** & Jiayu **Wang**  
Northwestern Polytechnical University

This study explores the features of evidentiality in different generic structures of English research articles (RAs). By means of Swales' (1990) IMRD (introduction > method > results > discussion) structure of RAs, 30 linguistic RAs are selected as research subjects. Based on the theory of evidentiality and classification of Yang (2015), evidentials are coded and classified. By doing a chi-square test, this study demonstrates the differences of evidentiality in four generic structures of RAs from the perspective of distribution of evidential types and their respective lexicogrammatical realisations. The findings indicate that types of evidentials are distributed differently in generic structures of RAs. A possible explanation for the results is that the various communicative purposes of each part influence the use of evidentials in RAs. It is hoped that this research may raise the RA writers' awareness of evidential choices and have pedagogical implications for academic writing and teaching.

# Chinese-English code-switching in oral narratives: A case study of Xiaosong Pedia

Tianyi **Zheng**  
Shanghai Jiao Tong University

Bilingualism has become a universal practice of today's globalised world. Code-switching (CS), as a typical manifestation of bilingualism where speakers use two or more languages alternatively in a single episode of speech, has drawn considerable attention from scholars. However, in the current existing literature, CS is mainly investigated in relation to interactional data and research, in which CS patterns are co-determined by the interlocutors and affected by the varying situations. Therefore, to extend the knowledge of CS in a non-interactive spoken genre, this study examines CS phenomenon in oral narratives. As a corpus of oral narratives covering various topics, *Xiaosong Pedia*, an online talk show hosted by a Chinese-English bilingual Gao Xiaosong, was selected as the case under study. Based on 50 episodes released in 2015, a total of 2,406 instances of CS were extracted for further analysis. It has been found that as a discourse strategy, CS in oral narratives performs distinct functions from that in spoken interactions, and that the cultural context of a narrative is a crucial factor of CS practice. This study verifies the previous theoretical frameworks with a basis in interactional CS data and has practical implications in bilingual communication and second language education.

# **An analysis of dialogues in *Wuthering Heights* from the perspective of cooperative principle**

Tianqi Li, Yi Zhang & Jiayu Wang  
Northwestern Polytechnical University

The cooperative principle, which was proposed by American linguistic philosopher Paul Grice in his speech "Logic and Conversation" in 1967, has gained wide attention in linguistics. Grice believes that the observation of the cooperative principle and its four maxims can guarantee the smooth running of the conversation. However the violation of the principle doesn't necessarily lead to obstacles of communication. Sometimes an intentional violation will achieve some certain purposes and effects, so as to generate the conversational implicature. *Wuthering Heights*, written between October 1845 and June 1846, is Emily Brontë's only novel. It follows Heathcliff's experience of love, hatred, revenge and resuscitation. The complicated plot and conversation of profound meanings contribute to the depiction of characters in the novel. This classic has aroused great interest among literature scholars and amateurs, and it has already been analysed from the perspective of character, genre, structure and theme. Adding to this discussion, this paper will start from the cooperative principle and provide an analysis of the dialogues of the novel. Through the application of linguistic theory, this paper has studied conversations in literary works to reveal characters' personalities and relations so that readers may have a better understanding and appreciation of *Wuthering Heights*.

# Corpus-based longitudinal study of academic words in Chinese English learners' writing

Yurong **Zheng** & Wen Li  
Harbin Engineering University

Academic vocabulary is one of the most important components of vocabulary learning and teaching. However, studies on learners' longitudinal development of academic vocabulary are to be further explored. In light of this gap, this study explores the academic words in English majors' writing based on the self-built Diachronic Written English Learner Corpus (DLEC). Coxhead's Academic Word Families (AWL) serves as the criterion of the academic words scope in this study. The findings are as follows: 1) The overall use of AWL in DLEC covers more than half of the word families in AWL; 2) With the growth of semesters, the frequency of AWL increases in a basically linear way, with fluctuations, however; 3) The distribution of the top 50 most frequent word families mainly focuses in Sublist 1 and Sublist 2 of AWL; with topic relevance being the main affecting factor of AWL frequency; 4) The collocations of the word families are narrow, with "*communicate with*" and "*contribute to*" being overused in these two word families. Based on the research findings, this study offers some suggestions for how to enhance academic vocabulary teaching. It is hoped that the study has pedagogical implications for vocabulary learning and teaching.

# Corpus-driven approach of English lexicology in Chinese tertiary-level teaching

Yurong **Zheng** & Wen Li  
Harbin Engineering University

For most Chinese students in the English program at the tertiary level, English lexicology is usually a required course, which is supposed to strengthen the students' understanding of the English vocabulary and enhance their language researching ability. However, the mere input of lexicological knowledge is neither successful in making them learn the theoretical knowledge, let alone fuelling their enthusiasm for trying their own research. In this research, a corpus-driven approach is tried as an innovation. Several corpora, including COCA, COHA and CLEC, together with a self-compiled learner longitudinal corpus are employed. In addition, online resources, such as [www.wordspy.com](http://www.wordspy.com), [www.lextutor.ca](http://www.lextutor.ca), [www.ethnologue.com](http://www.ethnologue.com), are also employed. In the process of course delivery, data obtained from these resources are often used in class to offer some researching paradigms on the English vocabulary. Furthermore, the class delivery is also accompanied by 20 corpus-based research projects. The implementation of one of these research projects is a must in the students' final assessment in this course. The evaluations of the students' corpus-based research projects show that the corpus-driven approach in this course is encouraging and satisfactory: this method has not only aroused the students' motivation and devotion, but also resulted in their innovative and well-done research projects.

# Causal verb acquisition: What can frequency tell us?

Yuying **Zhi** & Hintat **Cheung**  
The Education University of Hong Kong

MAKE, HAVE and LET are high-frequency words used in L2 writings and their causative semantics promote the productivity. Yet, how these three verbs develop in L2 writings and what are the differences on their use across L2s have rarely been addressed in the current literature. Therefore, the present study explores the two issues from both a developmental and a cross-linguistic perspective. Developmentally, this study focuses on the causative use of the three verbs produced by L2 learners at different English proficiency levels; cross-linguistically, it compares the three verbs in Chinese, Spanish and Swedish English learners' writings. Corpus data of different English proficiency levels were extracted from three L2 corpora (CLEC, WRICLE, USE<sup>[1]</sup>). The findings indicate that differences exist in general and causative uses and moreover, in causative uses across L2s. Furthermore, a chi-square test revealed that only in Spanish and Swedish writings is there a statistically significant relationship between causative pattern production and L2 learners' English proficiency levels. These results reflect different perspectives on L2 written language development, and the implications for cross-linguistic comparison on L2 development will be discussed.

# **Learning through sharing: Narratives from a multicultural and interactive classroom**

Albert R. **Zhou**  
Musashino University

This presentation will describe and discuss the findings of a case study on students' learning experiences in a 16-week intercultural communication course in a Japanese university. The purpose of the study is to observe how productive and feasible a multilingual and multicultural learning environment with English as the language of instruction can be in terms of students' personal growth. Fifty students from 10 countries were enrolled in the course. Throughout the course, students were asked to write intercultural reflection journals on how their intercultural experiences have impacted their intercultural competence and second language identity. They were encouraged to share their intercultural experiences and their understandings of the course topics among themselves and with their instructor. A final presentation session was held to allow students to summarise their experiences of the 16-week course. Students' intercultural narratives indicate a very rewarding intercultural learning experience, since they find themselves to have become more tolerant, broad-minded and competent in communication with people from other linguistic and cultural backgrounds. Students to whom English is a foreign language report that they are more willing to speak out, and more confident of communicating in English.

# Traces of gender bias: An evaluation of *Go for It!* textbook

Shan **Zhou** & Farah **Akbar**  
New Channel  
University of Edinburgh

Gender bias continues to emerge in instructional materials. The Education For All Global Monitoring Report 2008 found the representations of females in textbooks tend to be limited and the classic gender stereotypes of males and females in occupational roles is still alive and kicking (Blumberg, 2008). Traditional gender stereotypes in textbooks alienate and demotivate learners, in particular female learners. They stifle aspirations in life and lead to low engagement in class. This study seeks to investigate the extent to which gender bias is manifested in *Go for It!* a textbook used in the vast part of mainland China. It is evaluated based on visibility, occupational roles, activities, discourse roles, firstness and masculine-generic words. The textbook is evaluated via content analysis based on a set of checklist items. The criteria in the checklist are built based on synthesised features from prior studies, such as Florent et al. (1994). The conclusion confirms there exist traces of gender bias in the textbook. However there is evidence of efforts to improve stereotypical representations of females in that household chores are no longer exclusively designated to females. This study highlights the importance of a more balanced representation of both sexes in materials development.

# **A field survey on Chinese overseas students' spoken English**

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The development of globalisation and China's national strength brought about an upsurge of the number of Chinese overseas students. The paper is a field survey on students' spoken English situation abroad from both the students' and their foreign teachers' perspective through classroom observation, a questionnaire, interviews and group discussions. The paper analyses and summarises Chinese overseas students' spoken English problems encountered in English-speaking countries, and puts forward some suggestions and solutions. Students should try their best to strengthen their ability in self-learning and critical thinking, improve their language skills, enhance their awareness of cooperation, and actively participate in projects with native students. In this way, they will be able to quickly adapt to the study and life of foreign countries. To improve students' language proficiency, teachers should design the curriculum and classroom teaching according to the requirements of students' overseas study.

# Engaging Chinese students in cross-cultural peer review

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Past studies have produced inconclusive results concerning the behavioural engagement of EFL learners from collectivist cultures. Framed by the theoretical synthesis of feedback triangle and self-regulated learning (SRL), this study examines Chinese undergraduates' engagement in an asynchronous online cross-cultural peer review activity in an academic writing class. Data were collected from written records of online interaction, student reflective journals and interviews with Chinese teachers and students. A t-test of written dialogic interaction indicated Chinese students produced significantly more individual-oriented self-regulated actions. Another difference was that Chinese students were more concerned about the appropriateness of their comments as a reviewer, and they were prone to make comments at the personal level. Chinese students also reported substantial benefits and generally positive perceptions in their reflective journals. Teacher and student interviews revealed structural factors promoting Chinese students' engagement in the interaction. Discussion will centre on how the cross-cultural peer review was managed and structured in terms of task design, teacher scaffolding and the configuration of peer review. The influence of the Chinese culture of learning will also be addressed. The study contributes to the sociocultural understanding of Chinese learners' engagement in peer review and effective design of peer review.

# **Effect of unknown word density on L2 listening comprehension and IVA**

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This paper explores the influence of unknown word density on listening comprehension and incidental vocabulary acquisition by using Rieder's degree of focus and enrichment theory as theoretical support. Four unknown word densities have been set up to investigate the best text coverage. Forty non-English major college students were chosen from a top university in China. Non-words were used as target words to make sure they were unknown to all participants. Participants were free to use glossaries containing non-words and some distracting words during the listening process. After listening, all participants handed in their answer sheets and glossaries, and took the vocabulary test. After the vocabulary test, 10 subjects were chosen randomly to take part in a semi-structured interview. And one week later, they had the same vocabulary test as an immediate test to see the retention of words. There are several major findings: there exists incidental vocabulary acquisition in the listening process; 1%–2% unknown word density is probably the best range for IVA through listening; there is a positive correlation between listening comprehension and immediate IVA; 1% unknown word density facilitates listening comprehension the best; and the other three densities' influence on listening comprehension do not show any significant differences.

# **‘Journey’: A web based transnational interactive learning community practice in China and America**

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Learning community, an advantageous, interdisciplinary teaching methodology, is widely accepted and practiced in America. It emphasises the importance of teachers’ teamwork and students’ interactive learning. This is the first time that a cooperative team from both China and America has carried out a transnational LC together via the web with the central topic ‘Journey’. It’s a combination of online and offline distant learning by implementing Moodle, WeChat, QQ and e-mail. The collaborative teaching teams recruit teachers from both countries of different majors, effectively blending traditional classroom instruction and web-based teaching and learning. The teaching materials, which include classical readings in different cultures, are used to discuss and appreciate different kinds of journey and cultures. Students from both countries form respective learning groups to read, hold discussions and finish assignments, the results of which are evaluated by teachers from both sides. The transnational blended teaching and learning via web avoids the limitations caused by time and space. Teachers and students could communicate, teach and learn from both languages and cultures, which enhances the quality of teaching and learning and which is also economical. The interactions will effectively enhance teachers’ professional skills and students’ multifaceted abilities and global competences.

# Let's start our 'Journey'

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'Journey' is a learning community (LC) practice between American and Chinese colleges. Learning community emphasises the importance of interdisciplinary teaching, teachers' collaborations and students' practices in and out of the classroom. The practice of LC has a history of over 60 years in America and is widely implemented in New England. An LC team is formed between American and Chinese colleges with the teachers from the fields of English and Chinese literature, linguistics, art, music, psychology and education. It's the first transnational LC practice with the central topic of 'Journey'. Both online and offline courses are included and students from both sides read, discuss and accomplish assignments together by implementing Moodle, WeChat, QQ and e-mail. A variety of materials from different cultures are offered to explore human beings' real journey, mythical journey, psychological journey, male's and female's journey by using Joseph Campbell's theory. Plenty of fruitful results are achieved by the collaborations of students from both sides and the evaluations are made by teachers from both sides. The transnational blended teaching and learning via web avoids the limitations caused by time and space. The quality of teaching and learning are improved. Students' multifaceted abilities and global competences are enhanced too.

# **EAP skills for students' academic study in English-medium institutions**

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This paper explored ways in which EAP skills can reinforce students' study in their academic disciplines at two universities. Participants included students and academic departmental staff and research methods consisted of questionnaires and interviews. The results discovered respondents' perceptions of students' strengths and weaknesses in EAP skills as utilised in their academic study. The findings suggested that the majority of students perceived that EAP skills are transferrable to other modules and helpful to their academic study. Students thought that their writing and reading skills (e.g. structuring an essay, skimming and scanning articles) significantly benefit their study, while their listening and speaking skills help them understand lectures effectively and communicate with teachers efficiently. They can comfortably participate in group discussions and they have better teamwork and cooperate effectively in team projects. Similar findings were found among teacher participants. Finally, suggestions are made for future improvement of EAP lessons to enhance students' academic study.

# **Individualised English learning in an out-of-class network-assisted context**

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The study is an attempt to promote autonomous learning through an out-of-class network-assisted individualised English learning (IEL) program. Two research questions are addressed in the study: 1) What attitudes do the students hold towards autonomous English learning before and after the out-of-class network-assisted IEL program? 2) What roles does community of practice (CoP) play in autonomous English learning? The IEL program lasts for 12 weeks and five undergraduate English major students take part in the program. They are required to accomplish eight out-of-class English learning tasks and one in-class task. Except for the introductory session in the first week and the presentation session in the last week, there is no formal classroom instruction during the program. The students and the teachers, however, have close contact throughout the program via e-mail and social media. The results show that all the students hold positive and more mature views towards autonomous English learning after the program. Concerning the role of community of practice in autonomous learning, the study shows that, in addition to the role of 'language learner', the students play various roles actively in the learning process, such as 'planner', 'assessor', 'motivator', 'organiser' of their own learning and 'adviser' to other learners.