SEAMEO REGIONAL LANGUAGE CENTRE

53rd RELC INTERNATIONAL CONFERENCE

50 YEARS OF ENGLISH LANGUAGE TEACHING AND ASSESSMENT - REFLECTIONS, INSIGHTS AND POSSIBILITIES

12 - 14 March 2018

ABSTRACTS

INVITED SPEAKERS

INVITEDSPEAKERS 1	**Monday, 12 March 2018** **10:40 AM - 11:30 AM** **(Auditorium)**

INVESTIGATING IMPACT OF ASSESSMENT: REFLECTIONS, INSIGHTS & POSSIBILITIES

Hanan Khalifa, Cambridge English Language Assessment, University of Cambridge, United Kingdom

Introducing internationally aligned or external assessment as part of reform initiatives is increasingly frequent with three predominant aims: improving language learning outcomes, providing public accountability and promoting desired changes in learning and teaching practices. It is now widely understood that examinations can have multi-faceted, complex effects on behaviour within the classroom (i.e. the micro context) and beyond it more generally (i.e. the macro context). Given that "good examinations are not guaranteed to produce positive results and bad examinations do not necessarily produce bad ones" (Wall 2004:xiv), considering the impact of assessment interventions remains a phenomenon worthy of investigating especially in complex and challenging educational systems. In this talk, the speaker will reflect on various models of investigating impact, share best practices followed by an assessment board, exemplify with a regional case study, provide an insight into why cultural awareness matters, and demonstrate the importance of having a deep understanding of the stakeholder community.

INVITED SPEAKERS 2	**Monday, 12 March 2018** **10:40 AM – 11:30AM** **(Rooms 506 - 508)**

ENGLISH AS A LINGUA FRANCA: FROM RESEARCH TO PEDAGOGY

Kurt Kohn, University of Tuebingen, Germany

The evolution of research on English as a lingua franca (ELF) is characterized by three major paradigm shifts from 'variety' to 'communicative use' to 'translanguaging practice'. These shifts are accompanied by pedagogical suggestions for ELT, which all have in common that they are generally met with suspicion and resistance from ELT professionals (e.g. "Do you want me to teach incorrect English?"). In my talk I will address this conflict between ELT and ELF with the aim of reconciliation. From the perspective of a social constructivist understanding of language learning and communication, special attention will be given to a reconceptualization of Communicative Language Teaching focusing on three issues: a creatively open pedagogical orientation towards Standard (Native Speaker) English, speaker satisfaction as an endo-normative criterion of communicative success, and implementation of English (or any other target language) as a pedagogical lingua franca. Results from pedagogical research projects in the European secondary school context will be used to discuss the pedagogical potential of tele-collaboration for involving learners of English in authentic intercultural communication and thereby helping them to develop an emancipated non-native speaker identity and thus to become speakers of English.

PARALLEL SESSIONS

PARALLEL SPEAKER 1   Monday, 12 March 2018
11:40 AM – 12:10 PM
(Tanglin Room 1, Level 1)

TEACHING PARAGRAPHING: AN ALTERNATIVE APPROACH FOR THE DISILLUSIONED

Iain McGee, Majan University College, Oman

Approaches to teaching paragraphing in TESOL contexts typically mirror, though also simplify, first language prescriptivist writing pedagogies. As such, there is a fairly predictable treatment of topic sentences, supporting sentences, unity, cohesion, etc., in many TESOL writing course books today. Implicit to most of these approaches is the idea that the essay paragraph is a topical unit, which writers plan out ahead of their writing. However, a number of scholars and writing instructors have appealed to research to attack the assumptions inherent in such approaches. Drawing on recent research- and theory-based work on the paragraph and paragraphing this session demonstrates a novel alternative approach to teaching essay paragraph writing to upper intermediate and advanced level TESOL students. Unlike traditional approaches, it is sensitive to different writer writing practices and takes into account reader psychology. The approach recognizes the complex interactions that exist between the paragraph break and its textual surroundings, and raises learner awareness of discourse flow, and the role of the paragraph unit and break to this. Finally, the demonstration highlights possible relationships between orthographic paragraphs and other meaningful units in text and emphasizes the need for students to consider choices about form, not just content, in their writing.

PARALLEL SPEAKER 2   Monday, 12 March, 2018
11:40 AM – 12:10 PM
(Tanglin Room 2, Level 1)

TEACHING LANGUAGE IN MATHEMATICS LESSONS: HOW DO TEACHERS DO IT?

Sally Ann Jones, National Institute of Education, Nanyang Technological University, Singapore
Mark Fifer Seilhamer, National Institute of Education, Nanyang Technological University,Singapore

This paper reports the findings of an exploratory study in one primary school about teacher awareness of language use in mathematics lessons. It has been suggested that pupils' difficulties in learning mathematics may be attributable to their competence in the language of instruction and their mathematics teachers' lack of awareness of the significance of language in teaching and learning. Therefore, the study aimed to explore whether and how teachers taught language in their mathematics lessons. Surveys, interviews, and lesson observations showed that teachers considered language an extremely important aspect of teaching and learning in mathematics, being very concerned to teach it. Observations supported the surveys by illustrating how vocabulary and reading skills were explicitly taught at the different levels of primary one, three, and five. The presentation details some of these various practices at the different levels, demonstrating how teachers sought to develop language knowledge and skills in their mathematics classes, using principles of language teaching and learning. In addition to presenting these effective practices, the paper discusses how tensions may arise when word problems and model drawing are the focus of lessons and the teacher has to toggle between developing her pupils' linguistic and procedural knowledge.

PARALLEL SPEAKER 3   Monday, 12 March, 2018
11:40 AM – 12:10 PM
(Room 501, Level 5)

A CRITICAL RE-READING OF THE HISTORY OF WRITING CENTERS IN THE UAE

Jessica Mascaro, EtonHouse International School, Singapore
Aymen Elsheikh, Texas A and M University at Qatar, Qatar

This presentation reports on the presenters' research about Writing Centers (WCs) in higher education in the United Arab Emirates (UAE) which has recently been published in a book on the subject. The presentation will begin with outlining a brief history of WCs, both in the United States, where WCs originated, and in the UAE. Based on a document analysis approach to research (Corbin & Strauss, 2008), the presenters will then discuss the key features of WCs and show their analysis of these features in the five WCs they investigated.

Finally, the presenters will examine the use of WCs through the framework of post-colonial theory (Said, 1978). This will lead to a discussion of the issues to be considered when establishing WCs globally, such as taking the local culture of learning into consideration. In addition, using the Western model of WCs may result in Othering and leave some students disenfranchised or resistant to certain features of the WCs. The audience will walk away with not only how to set up effective WCs but also the knowledge and awareness of how local cultures and contexts should respond to the negative effects of globalization and Westernization.

PARALLEL SPEAKER 4   **Monday, 12 March, 2018**
                                                          11:40 AM – 12:10 PM
                                                          (Room 502, Level 5)

RETHINKING THE "SOL" IN TESOL: BRIDGING ENGLISH AND 'OTHER LANGUAGES'

Moses Samuel, University of Malaya, Malaysia

The theme of the 2018 RELC conference offers an opportunity to revisit foundational concepts that have shaped our field over the last half century. We have witnessed a shift from the use of the acronyms TESL/TEFL to characterize our field (which put the emphasis on the status of English as second or foreign language) to TESOL, which puts the primary emphasis on the speaker of English and not merely on the language English. Crucially, this "speaker of English" is concurrently a speaker of English as well as one or more other languages. This paper focuses on the SOL (Speakers of English) of TESOL, and examines the changing emphasis on 'other languages' in the teaching of English. Part 1 of the paper offers an historical overview of the position of 'other languages' in the language classroom, beginning with a unitary view of the 'target language' per se in which other languages are viewed with suspicion as 'interference' and leading to the recent focus on 'the multilingual turn' in ELT. Part 2 draws on research in Malaysian English language classrooms to illustrate the interplay between learners' experiences with other languages and English in ELT settings.

PARALLEL SPEAKER 5   **Monday, 12 March, 2018**
                                                          11:40 AM – 12:10 PM
                                                          (Room 503, Level 5)

MEANING NEGOTIATION: MIXED L1 LINGUA FRANCA STRATEGIES IN JAPANESE UNIVERSITY CO-LEARNING

Daniel James, Hiroshima Shudo University, Japan
Jana Mari Townsend, Hiroshima Shudo University, Japan

The growth of English as a Medium Instruction (EMI) courses has been particularly noticeable in Japanese universities after a 2006 Directive from the Ministry of Education (MEXT) which has resulted in over 200 universities initiating such courses. Through encouraging participants from a diversity of linguistic and cultural backgrounds to use English as a Lingua Franca (ELF), these courses aimed to not only prepare Japanese students for the international workplace but also to maximize the Japanese language and cultural learning opportunities for international students in Japan. Hiroshima Shudo University has offered a series of such "co-learning" courses based on Japan Studies content in its Multicultural Project (MCP) program to mixed groups of local undergraduate (Japanese L1) students and international (English L1 and Other L1) exchange students. This presentation describes and analyzes the contents of recorded conversations between these mixed L1 learners as they attempted to complete content tasks designed to also enhance awareness of, and skills in, lingua franca communication. Specifically, we will describe the patterns of code-switching together with other strategies of meaning negotiation in their two lingua francas, English and Japanese, as well as how those patterns differed among groups and at two interim stages of the courses.

PARALLEL SPEAKER 6   **Monday, 12 March, 2018**
                                                          11:40 AM – 12:10 PM
                                                          (Room 504, Level 5)

EVALUATING LARGE-SCALE SPEAKING ASSESSMENT IN A UNIFIED CURRICULUM

Matthew Schaefer, Rikkyo University, Japan
Davey Young, Rikkyo University, Japan

An important stage of effective curriculum design is the creation of assessment tools to check whether or not course aims are being met. Care must be taken to ensure that such tools measure what they intend to and are consistent regardless of context. These issues of validity and reliability become more pronounced when assessing students' free spoken output. The presenters are university program managers of a unified curriculum that aims to develop students' speaking fluency through academic discussions. The curriculum serves roughly 4,700 students annually and is taught by 42 instructors using identical grading rubrics to assess students' performance. In such a context, managers must make inter-rater reliability a priority of teacher training to ensure fairness of assigned grades. This presentation reports on a study to evaluate and develop the assessment system in this curriculum. The presenters began by analyzing data from previous semesters of instructors' comparative ranges of assigned grades. This led to greater specificity in the domain descriptors of the grading rubrics and increased rater norming through teacher training. Data was collected to evaluate if stronger inter-rater reliability was achieved through the new criteria. The presentation concludes with general guidelines for developing and evaluating assessment systems for large-scale unified curricula.

PARALLEL SPEAKER 7 **Monday, 12 March, 2018**
11:40 AM – 12:10 PM
(Room 506, Level 5)

CONSTRUCTIONISM IN THE GENERAL PAPER CLASSROOM: KNOWLEDGE CONSTRUCTION AND ASSESSMENT THROUGH TECHNOLOGY.

Damien Marie, Anderson Junior College, Singapore

Constructionism states that learning occurs "most felicitously" when constructing something tangible "whether a sand castle on the beach or a theory of the universe." (Papert, 1991, p. 1) It rests on the belief that students are more engaged when they construct things that others can see, analyse, assess and use. Constructionism plays an important role in the 21st century General Paper classroom, as teachers have started to embrace technologies that assist students in that construction of knowledge so that they can understand complex concepts and linguistic features for subject competency. Nowadays, there are three trends that justify such a use of technology: students are surrounded by technologies; they can access myriad information and share them; telecommunication technologies have become integral to how they build knowledge and understanding. This paper analyses how General Paper teachers can use methods and technological affordances to meet the learners' needs in the modern day classroom. It looks at how technology-based lessons, which involve the use of Whiteboard animations, Virtual Reality, and social media technologies, have helped students become better at self-assessment, peer-assessment and construct knowledge more successfully to succeed for General Paper.

PARALLEL SPEAKER 8 **Monday, 12 March, 2018**
11:40 AM – 12:10 PM
(Room 507, Level 5)

WRITING ASSESSMENT LITERACY: INVESTIGATING SECONDARY-LEVEL TEACHER CONCEPTIONS, KNOWLEDGE AND PRACTICES

Ricky Lam, Hong Kong Baptist University, Hong Kong

Writing assessment literacy is defined as teacher beliefs, knowledge and skills in evaluating student writing formatively and summatively. While teachers have become much better trained than before, they remain underprepared to assess student writing effectively. Because of this, the paper aims to investigate sixty-six Hong Kong secondary-level teachers' conceptions, knowledge and practices when they assess student writing. Drawing upon a survey and semi-structured interviews, I report on quantitative and qualitative data emerged from teacher perspectives of various levels of writing assessment literacy. The findings showed that teachers mostly understood the ideas of assessment of, for and as learning, yet they found it challenging to translate these ideas into practice. Some interviewees admitted that they were not ready to evaluate student writing with alternative methods owing to individual beliefs and institutional constraints. Based upon these findings, I propose four recommendations which help facilitate the development of writing assessment literacy among Hong Kong English teachers including (1) provision of on-the-job assessment training; (2) support for attempting alternative assessments; (3) sharing of assessment activities as a community of practice; and (4) inclusion of writing assessment literacy as a compulsory component of teacher training qualifications.

COMICS IN SECOND LANGUAGE LEARNING AND TEACHING

Alec Lapidus, USM, United States

This presentation will focus on using comics to teach English as a Second/Foreign Language, illuminating the subject from a Vygotskian and brain-based learning perspective. As the 21st century language teacher education begins to take multimodality into consideration, teachers are becoming aware of the fact that ESL learners are literate in a multitude of ways. While the New London Group (1996) has highlighted a few general principles upon which multi-literacy-driven education may be based, the immediate impact on applied linguistics in the areas of second language acquisition and teaching methods has not been clear. This presentation will explain some of the impact the latest trend of weaving multi-literacies into the ESL/EFL curriculum has made, particularly in terms of developing intercultural competence and a personal lingua-culture (Risager, 2008). The presenter will first describe the theoretical foundation for multi-literacies as it applies to the question of using comics in the ESL classroom, building on the audience's schemata. He will then illuminate a series of concepts borrowed from the field of comics studies that help explain the effectiveness of comics as a teaching tool. Finally, he will offer practical examples of comics in use and ideas for future research and materials development.

WHAT DOES TRANSLANGUAGING IN ORAL RE-TELLING OF NARRATIVES REVEAL ABOUT ESL LEARNING?

Lina Mukhopadhyay, The English and Foreign Languages University, India

Multilingual Assessment Instruments for Narratives (MAIN) designed to obtain multilingual oral data based on narrative telling and retelling was applied in the Indian context on a group of ten-year-old ESL learners. The cat story from the MAIN manual was presented in English and in Hindi while the language of output in both the cases was found to be learners' L1 (Hindi). However, a closer syntactic and lexical analysis revealed that the output differed on the degree of translanguaging activated based on the stimulus language. Data on translanguaging to be presented is part of a pilot study from a four-year research project on 'Multilingual Education and Multiliteracy' funded jointly by the Department for International Development and the Economic and Social Research Council, UK, and has British Council, India, as one of its partners. The project is undertaken by University of Cambridge (funding university) in collaboration with University of Reading, Jawaharlal Nehru University, The English and Foreign Languages University, and NIMHANS India. Findings from the pilot study will have implications for ESL/EFL teachers to look at translanguaging in the IL both in oral and written modes, understand how to assess such output and consider them as part of learners' bilingual competence.

EFFECTIVE COMMUNICATION USING PHOTOS

David Wood, Chiushijogakuen University, Japan

This research into effective communication using photos was developed over more than a decade. Participants were a homogenous group of Japanese college students. Their motivations and situation were established before following their progress in detail in writing classes, conversation classes and presentation classes. They took external proficiency tests at the beginning of the course and subsequently at the end of each year. Classes included both high and low proficiency students averaging 25 participants for each course. The speaker has used photos for more than ten years with over a thousand students to generate authentic communication, both written and spoken, at all levels of learner, from beginner to advanced, for both speaking and writing with demonstrable success. This has included measuring levels of fluency, accuracy and complexity in class, backed up by the results of external proficiency exam results like TOEIC®.

His modus operandi has already been widely published and acclaimed in America and Europe and the essential method continues to evolve. His presentation will outline this evolution and provide specific examples both of the methodology involved and the assessment that signifies its efficacy. By giving a backseat to textbooks and foregrounding actual student interaction, the presentation will demonstrate how to enhance effective communication using photos.

PARALLEL SPEAKER 12   **Monday, 12 March, 2018**
                                                  11:40 AM – 12:10 PM
                                                  (Room 603, Level 6)

THE EFFECTIVENESS OF INSTRUCTIONAL MEDIA IN TEACHING THE STRUCTURES OF VERB TENSES

Chalermsup Karanjakwut, Bansomdejchaopraya Rajabhat University, Thailand

The study was aimed at investigating the effectiveness of using instructional media in teaching the structures of verb tenses. The significance of this study showed the effectiveness of applying instructional media as an innovative element to teaching in the 21st century. The sample group for the study was comprised of the 60 Thai EFL students at Bansomdejchaopraya Rajabhat University, and they were divided into control group and experimental group. The instruments used for collecting data were pre-test and post-test, and the instructional media used for experimental group was called the teaching toolkit. The data were analysed by mean ($\bar{X}$), standard deviation (SD) and t-test. The findings of the study revealed that the results of pre-test of both groups have no statistical difference at .05 level. After teaching, the post-test results of students who learn with the teaching toolkit get higher scores than those who learn with chalk-and-talk method statistically.

PARALLEL SPEAKER 13   **Monday, 12 March, 2018**
                                                  11:40 AM – 12:10 PM
                                                  (Room 604, Level 6)

ATTEMPT TO CREATE AN ASSESSMENT TOOL FOR GLOBAL CITIZENSHIP

Kahoko Matsumoto, Tokai University, Japan
Toshihiko Takeuchi, Tokyo University of Social Welfare, Japan

As the Japanese Ministry of Education has announced a new initiative to produce future "global human resources," universities have begun creating new programs with a strong focus on English to accomplish this goal. Also, many companies in Japan have started promoting an "English-only" policy in the workplace. However, some educators are concerned that this policy may strengthen linguistic or cultural imperialism, and not lead to the production of truly international-minded youths who can function as global citizens. In a questionnaire survey of over 200 workers in various sectors, the researchers have tried to identify the competencies and skills deemed indispensable to global citizenship with an eye toward creating an a metric for assessing global human resource readiness. Most subjects valued various general competencies in addition to English proficiency while people in the upper management placed more importance on adaptability to diverse multilingual and multicultural environments. First, an assessment rubric for global citizenship reflecting the analysis of both quantitative and qualitative data was created and validated. Secondly, based on the insights gained in the validation process, an assessment tool consisting of an essay test and a checklist was constructed, the piloting results of which, will be presented and shared.

PARALLEL SPEAKER 14   **Monday, 12 March, 2018**
                                                  11:40 AM – 12:10 PM
                                                  (Room 605, Level 6)

TECHNOLOGY IN LANGUAGE EDUCATION COURSE: OPERATIONALIZING TPCK IN LANGUAGE TEACHER EDUCATION

Nerissa Ogardo Zara, University of the Philippines, Philippines

It is an emerging role of education to equip future generations with new literacies to harness more efficiently the tools of the new age for better productivity and greater participation. Philippine Normal University addresses this requirement by offering courses that train preservice teachers to utilize and innovate with

digital and other technological tools for their future practice. "Technology in Language Teaching" course is one such course but it is specialized to the needs of language teachers. It is a contextualized and situated course that applies the Technological, Pedagogical, Content Knowledge framework. Using design-based research, the study aims to evaluate the effectiveness of the course in achieving its course goals and program outcomes. The first iteration was implemented in the first trimester of SY 2016-2017 among three sections of Bachelor in English Education majors. The results of the post-evaluation questionnaires administered to students reveal a strong indication of successful achievement of both program and course learning outcomes. There is indication of the development of TPCK competencies in maximizing technology in evaluating, selecting, creating, and innovating in language teaching. The generic and performance-based approaches employed in the course were claimed to be effective in developing confidence and independence in handling technology.

PARALLEL SPEAKER 15   **Monday, 12 March, 2018**
                                                           11:40 AM – 12:10 PM
                                                           (Maker Space)

CRITICAL THINKING IN EFL SETTINGS: IS IT REALLY SO HARD TO TEACH?

Yazan Brahim, Sultan Qaboos University, Oman

In this presentation, I will report on the procedures and results of an action research that I did with tertiary foundation programme students at Sultan Qaboos University, Oman. The aim is to demonstrate that, contrariwise to what is commonly perceived, it is not that hard to incorporate critical thinking skills in EFL settings, though recognizing all the possible constraints to that effect. I will showcase a flexible middle-way approach that enables individual teachers, through personal initiative and individual endeavor, to work around these constraints to foster critical thinking skills in their students, without detracting from course content or sacrificing test scores. First, I will summarize the collected data on students' and teachers' beliefs and practices regarding critical thinking. Then after making a case with reference to the literature for the necessity of incorporating critical thinking as a highly valued 21st century life skill in the EFL curriculum, I will present a summary of the most cited constraints to achieving this goal. The next step will be to suggest some practical guidelines for classroom practice on materials development and activities adaptation, as well as on methodology, namely the teachers' and students' roles and classroom environment.

INVITED SPEAKER 3   **Monday, 12 March, 2018**
                                                           14:10 PM – 15:00 PM
                                                           (Auditorium)

TEACHER IDENTITY IN SECOND LANGUAGE TEACHING

Jack Richards, University of Sydney, New Zealand

This paper reviews notions of identity and teacher identity, how these relate to the specific characteristics of language teaching, and how teacher identity can evolve or be developed through experience and teacher education. The notion of teacher identity stresses the individual characteristics of the teacher and how these are integrated with the possibilities and potentials provided in the institutional identity of teacher and the content and methods of a specific field, as these are realized in specific contexts of teaching. The elements of a teacher identity in language teaching are derived from a review of literature on teacher identity and described in terms of the foundational and advanced competences required for language teaching, as illustrated by excerpts from teacher narratives. The paper concludes with recommendations for teacher education and professional development with a focus on identity.

INVITED SPEAKER 4   **Monday, 12 March, 2018**
                                                           14:10 PM – 15:00 PM
                                                           (Rooms 503 & 504)

CULTURAL CONUNDRUMS: THE MATERIALS WE USE AND CHOOSE

Ann Mayeda, Konan Womens University, Japan

While there are many factors that impact the acquisition of a foreign or second language in young learners, most scholars would agree that there is a higher likelihood of uptake in a shorter amount of time if a child is provided with sufficient exposure to language input in the early years. One could argue that children by nature

possess many of the traits of successful language learners. Accordingly, when discussing exposure in the young learner classroom, teaching materials and resources play a large part in providing it. What sort of impact do the materials we use in young learner classrooms have on our learners' worldview or feelings about the language? Does it matter what the teaching materials look like? Does it have a bearing on their uptake of English? Having worked with teachers and young learners in Japan for many years and then more recently working with the same set in Nepal, I keep coming back to these questions when seeing the contrast in materials and teacher-training resources of these two countries and the subsequent learner outcomes. In this talk, we will consider the resources and curricula in both contexts and attempt to draw some conclusions regarding issues in inclusivity and distancing inherent within them.

INVITED SPEAKER 5   **Monday, 12 March, 2018**
                                                         14:10 PM – 15:00 PM
                                                         (Rooms 506 & 508)

EVALUATING THE QUALITY OF CLASSROOM-BASED ASSESSMENTS

Victoria Clark, British Council Hong Kong, Hong Kong

The importance of classroom-based assessments is clear. They inform teachers on how to monitor and modify instruction. They can also motivate students and can improve student achievement. Classroom-based assessments are primarily for making decisions about teaching and learning, but there is increasing need by stakeholders for confidence in the assessment forms and results, and ultimately the decisions based upon them. Traditionally, the concepts of validity and reliability have been used to assess the 'quality' of the assessment used, but these concepts have originated from the traditional model that was initially developed for high-stakes testing. Many argue that the traditional model underpinning assessment theory is inadequate for classroom-based assessments due to their fundamental differences to high-stakes tests. In this presentation, I will discuss traditional assessment and classroom-based assessment. Then I will look at how traditional concepts of validity and reliability can be applied to classroom-based assessments and what alternative indicators of quality have been put forward. Finally, I will argue for the value of using validity and reliability to assess the quality of classroom-based assessments.

JOINT PARALLEL SESSIONS

PARALLEL SPEAKER 16   **Monday, 12 March, 2018**
                                                         15:10 PM – 16:00 PM
                                                         (Tanglin Room 1, Level 1)

TEACHERS' PERCEPTION OF ENGLISH AS AN INTERNATIONAL LANGUAGE IN AN EFL SETTING

ANI Pujiastuti, President University, Indonesia
Emilius German, President University, Indonesia

his paper is based on data taken from a larger study focusing on English as a Medium Instruction in the Indonesian Higher Education: Challenges and Future Directions. The present study is aimed at exploring teachers' perception towards the status of English as an International Language in an EFL setting and their assumption on which "English" should be taught in a university where English is the medium of instruction (EMI).It is not surprising that the majority of teachers in the EFL settings such as Indonesian universities have mixed perceptions of Standard English, leaning heavily towards the inner circle countries, reflected from the survey and interview conducted on 132 faculty members from a university where EMI is applied. A recommendation is proposed with respect to why the continued use of inner circle Standard English as the target of instruction in classrooms worldwide should be reexamined and appropriated based on the needs of the learners in diverse contexts, especially when English is used as a medium of communication and instruction.

PARALLEL SPEAKER 17   **Monday, 12 March, 2018**
                                                         15:10 PM – 16:00 PM
                                                         (Tanglin Room 1, Level 1)

INDONESIAN EFL TEACHERS' INTERCULTURAL AWARENESS IN LESSON PLANNING

Rahayu Kuswardani, Universitas Negeri Surabaya, Indonesia

English language teaching in Indonesia has endured many changes in the curriculum. The changes in the curriculum were attributed as the main cause in slowing down students' ability to speak English fluently despite the six-year study period of English at the secondary school level. Others put the blames on teachers' insufficient pedagogical knowledge in delivering English lessons in the classroom. This paper reports on a study of how EFL teachers used poems to teach English lessons. As a researcher, I observed EFL teachers' lessons and how poems were presented to the students in the classroom. The teachers were working together with colleagues to construct a lesson plan which included an understanding of intercultural awareness through the use of English poems. The data was collected from teachers' interviews, classroom observations and notes, and lesson plan documents. Poems used in English lessons enhance students' appreciation and creative use of the language and induce certain sentiment for the readers. Teacher participants needed to highlight those features in poems on the lesson plan so that students would develop a sensitivity for poems and hopefully, would also increase their ability in understanding the literary text. The use of poems as a learning material could encourage and engender teachers' innovation.

PARALLEL SPEAKER 18   **Monday, 12 March, 2018**
15:10 PM – 16:00 PM
(Tanglin Room 2, Level 1)

IDENTITY (IN) CRISIS: LEARNER PRECONCEPTIONS REGARDING NATIVE-SPEAKING EFL TEACHERS AND THEIR CLASSES

Paul Hullah, Meiji Gakuin University, Japan

This paper reports and discusses results of an original questionnaire developed in order both quantitatively and qualitatively to identify and explore preconceived notions that L2 learners have regarding native-speaker EFL teachers and native-speaker-taught EFL classes. Combining closed and open-ended items, the instrument was distributed to over 300 Japanese university freshmen at 3 different tertiary institutions immediately prior to their first university native-speaker-taught EFL class meeting. Results suggest confusion among L2 learners, and paint a troubling picture of learner expectations of what they hope to do and achieve in a tertiary native-speaker-taught EFL course. Most worrying for educators, it appears that many learners demonstrably hold negative preconceptions of native speaker EFL teachers before they begin tertiary EFL. But how do these potentially counterproductive 'schemata' evolve? The speaker will argue that high-school learners are subjected to certain versions of native-speaking 'teachers' and 'teaching' of which we, as responsible educators and cultural-linguistic-educational models, need to be aware and refrain from perpetuating or adding to in our professional conduct. This paper's findings have significant implications for anyone working in EFL - be it in Japan, Asia, or elsewhere - particularly those teaching at high school, college, and university level.

PARALLEL SPEAKER 19   **Monday, 12 March, 2018**
15:10 PM – 16:00 PM
(Tanglin Room 2, Level 1)

INDONESIAN EFL TEACHER IDENTITY: BEFORE, DURING, AND AFTER STUDYING IN AUSTRALIA

Rina Febrina Sarie, Monash University, Australia

The number of Indonesian EFL teachers enrolled in TESOL courses is increasing (Dewi, 2017). By sending scholars to study TESOL abroad, it is expected that EFL teachers become more confident and have sufficient English proficiency to teach English effectively. This suggests that teachers' confidence and language proficiency has an impact on their identities as professional English teachers (Levin & He, 2008). Understanding teacher identities can provide insight into how teachers construct the images of themselves and how they reflect on their own personal teaching practices. Despite its importance, research about the formation of non-native English speaking teachers' identity in an Australian TESOL program, is still limited. Therefore, this research-based paper is aimed at filling this gap. The present study explores three Indonesian EFL teachers' identities before, during and after their TESOL study experience in Australia. In this qualitative case study, reflective data is collected through reflective writing and semi-structured interviews and will be analysed using a Communities of Practice (CoP) framework. The results of this study are anticipated to inform teacher education programs, universities, researchers and teachers to become more aware of the issues regarding language teacher identity construction.

PARALLEL SPEAKER 20

EFL LEARNERS' BELIEFS AND MOTIVATION FOR LEARNING ENGLISH

Chiyo Hayashi, Kunitachi College of Music, Japan

Among the diverse aspects of individual differences that language learners manifest, beliefs and motivation are highly influential constructs that may affect achievement and performance. The primary aim of the current study is to investigate the relationships between Japanese college students' beliefs and motivation to learn English. The instruments of the study consisted of a language learners' belief questionnaire (56 items) based on BALLI (Horwitz, 1988) and a language learning motivation questionnaire (30 items) based on self-determination theory (Deci & Ryan, 2002). The participants were 369 students from three universities in Tokyo. Running analyses with the motivation questionnaire including descriptive statistics and exploratory factor analysis, four factors of beliefs were extracted: Communicative Orientation, Self Confidence, Grammar/Translation Orientation, and L1 as the Classroom Language. The same analyses with the motivation questionnaire extracted five factors of motivation: Intrinsic Motivation, Identified Motivation, Introjected Motivation, Grades & Exams, and Amotivaton. Correlation analyses among these variables revealed that Communicative Orientation was highly correlated with Intrinsic Motivation and Identified Motivation, while it was negatively correlated with Amotivation. Thus, these results demonstrated a close connection between Communicative Orientation and self-determined types of motivation. This presentation will discuss these results in detail, including pedagogical implications for EFL classrooms.

PARALLEL SPEAKER 21

HOW EFL LEARNERS IMPROVE THEIR USE OF VOCABULARY AFTER STUDYING ABROAD

Natsumi Okuwaki, Tsuda University, Japan

Formulaic language refers to multi-word units of language which are stored and retrieved holistically from memory as if they were single lexical units (Wray, 2002). The appropriate use of formulaic language is considered a prerequisite for proficient language users (Howarth, 1998). However, it is known that L2 learners, even for fairly competent ones, often find difficulties achieving its native-like use (Laufer and Waldman, 2011), and this is reported to be an area where learners only very slowly develop their competence (Kupier, Colunbus, & Schmitt, 2009; Nesselhauf, 2003, 2005). In order to see whether sufficient experience with language in an L2-speaking environment affects writing skills using formulaic expressions, this study investigated how L2 learners' use of vocabulary improves after a 5-month study abroad program. The participants were eight Japanese-L1 learners enrolled full-time in an intensive ESL program at a university in US. They were asked to write six essays before and after the program. Their vocabulary use in the essays was analyzed using an online lexical analysis tool. It was shown that L2 learners improved their size and depth of vocabulary knowledge, but they did not increase the skills using formulaic language.

PARALLEL SPEAKER 22

A STUDY ON IMPACT OF KNOWLEDGE BUILDING ON STUDENTS' EXPOSITIONS

Grace Du, Ngee Ann Secondary School, Singapore

This study explored whether students can improve their essays, mainly expositions. For this study, Knowledge Building (KB) is adopted to examine whether there is improvement in students' work in aspects of idea generation, idea selection and idea development. KB is for multiple users' discussions and provides an online space to allow students to post their ideas based on selection of relevant thinking prompts, which have been designed by the teacher and the researcher. Students are able to read and respond to their friends' post, and this helps them clarify their doubts and refine their ideas. At the end of discussions, the web-like idea map will be created, which will have traced students' development of ideas. In KB lessons, students work collaboratively and take ownership of their learning, while Teacher works to guide students through an iterative cycle of generating, connecting, assessing and pulling ideas together for better

coherence and utility. Sixty participants involved in this study are the students studying in Secondary Two Level in Normal Academic Stream in a local secondary school in Singapore. The quality of the individual idea and collective idea-threads in two cycles in relation to students' engagement on KB will be discussed in this session.

PARALLEL SPEAKER 23
<div align="right">

Monday, 12 March, 2018
15:10 PM – 16:00 PM
(Room 502, Level 5)
</div>

ERASING BLIND-SPOTS & PROVIDING ACTION-BASED CORRECTIVE ADVICE IN THE MARKING OF EXPOSITIONS

Yan Xiuru, Anglican High School, Singapore

At the end of 2015, a large sample of marked exposition essays were collected from Secondary One and Two students of Anglican High School with the intention of reflecting upon and evaluating existing formative assessment practices in the classroom. The study was conducted in order to identify and describe how teachers' marking practices could be further enhanced to aid in improving the writing behaviour of their students, as well as to sharpen the teachers' awareness of the need to provide purposeful and meaningful assessment feedback for learning (AfL). Suggestions of ways to provide effective Action-Based Corrective Advice to students was provided to address classroom marking practices in the areas of Grammar and Language as well as Introductory, Substantive and Concluding paragraphs in exposition essays. The presenter would be sharing some findings and suggestions obtained following a pilot study in 2017. Participants will also have the opportunity to reflect on their own marking behaviour against some guiding principles for the marking of exposition essays which would be proposed.

PARALLEL SPEAKER 24
<div align="right">

Monday, 12 March, 2018
15:10 PM – 16:00 PM
(Room 503, Level 5)
</div>

CRITICAL LITERATURE PEDAGOGY APPLIED: A PERSPECTIVE FROM AN EFL SETTING

Muzakki Afifuddin, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

The paper aims at exploring the application of Borsheim-Black, Macaluso, and Petrone's concept of Critical Literature Pedagogy from the learners' perspective in an EFL setting. As a new concept in the teaching of Literature, it aims at encouraging the readers to stand with and against the literary texts. Reading with the literary text means that the readers need to be familiar with the traditional approaches to literature from comprehending storylines to developing thematic interpretation. On the other hand, reading against the literary text challenges readers to reach beyond the text, read between the lines, and discover power promoted and hidden in the text. Within the Literature classrooms in EFL settings, this concept raises several challenges from the learners' linguistic competence in English and from the learners' literary competence. This paper then raises question on the existence of critical literature pedagogy in EFL settings and tries to discover evidence how the EFL learners may have a certain level of critical literacy within the process of reading literary texts. Furthermore, this paper hopefully concludes that Critical Literature Pedagogy may be a good approach in the teaching of literature in EFL settings that promotes literary analyses that are closer to the learners' milieu.

PARALLEL SPEAKER 25
<div align="right">

Monday, 12 March, 2018
15:10 PM – 16:00 PM
(Room 503, Level 5)
</div>

RHETORICAL STRUCTURE REPRESENTATION IN INDONESIAN EFL LEARNERS' L1 AND L2 ARGUMENTATIVE ESSAYS

Rusfandi, University of Kanjuruhan Malang, Indonesia

The study investigates patterns of writing skill transfer from English to Indonesian as a result of English L2 writing instruction in Indonesia. The study compared 3rd year English majors' L2 and L1 argumentative essays in terms of overall quality and the presence of rhetorical structure aspects. Particular attention was given to the presence of refutation section. Previous studies conducted in an Indonesian context found that this aspect was largely absent in Indonesian L1 argumentative essays, even those produced by proficient

writers. The study found no significant correlation between the L2 and L1 essays in terms of total quality scores. There was, however, a positive association between the two essays in regard to the suppliance of introduction, problem, claim, and justification sections. There was also a general absence of refutation section in the L1 Indonesian essays. This suggests that overall there was little evidence of transfer from the L2. A comparison was then made between skillful (N=10) and novice (N=13) English writers. With the high-low split in writing skill, a significant difference between the groups emerged. The more skillful writers supplied refutation section in both their English L2 to Indonesian L1 in specific contexts. The implications for teaching writing are discussed.

PARALLEL SPEAKER 26   **Monday, 12 March, 2018**
                                                        15:10 PM – 16:00 PM
                                                        (Room 504, Level 5)

HOW MOBILE CAN VOCABULARY LEARNING BE?

Chih-Cheng Lin, English Department, National Taiwan Normal University, Taiwan

Studies on mobile-assisted language learning have shown significant results, including vocabulary. While the excitement of mobile-assisted vocabulary learning prevails in most experiments, few report otherwise. A pressing need for improvement in previous studies is that their learners are not offered the choice of learning devices. They learn with mobile devices or with other devices. The purpose of the present study, therefore, was to examine whether or not mobile devices were still competitive when learners could access learning materials on various devices. Twenty-eight college students taking an English course in Taiwan were recruited. On the class website, a word list of each unit with four different vocabulary exercises were prepared; twelve units in total. The students could study the word lists and practice the exercises using desktops, laptops, tablets and mobile phones. In each meeting, a vocabulary quiz on each unit was administered. The results showed that, when studying the target vocabulary, the college students favored desktops and laptops in their private space over mobile devices in public places. In the post-course interviews, they provided technological, psychological and environmental reasons for using desktops and laptops. Their sole reason for using mobile phones in a public place was availability.

PARALLEL SPEAKER 27   **Monday, 12 March, 2018**
                                                        15:10 PM – 16:00 PM
                                                        (Room 504, Level 5)

MEDIA EXPOSURE TO VOCABULARY LEARNING: IS FREQUENCY THE ANSWER?

Ji-Hyun Lee, Kookmin University, Korea

In second language acquisition, frequency is a key determinant (Ellis, 2002) and repetition is an essential process. Especially in vocabulary learning, repeated exposure to target language enhances the chance for the learned language to be stored in long-term memory. In order to make an effective repetition experience for the second language learner, the repetition needs to be consciously focused (Nation, 2013). Teachers need to explicitly focus on the repetition to help the students to notice and provide more attention to the vocabulary learning. However, teachers face difficulty due to motorized learning of vocabulary and students often feel bored despite the effort put into the learning process. The purpose of this research is to help learners repeatedly encounter vocabulary and to elaborate it into the mental lexicon. Movies are utilized as a key role for the learning process. It contains theme-related lexicon that allows the repetition process to be focused and explicit for the learners. In addition, students naturally are focused more on the movie, which allows for repetition of vocabulary learning in varied and favorable contexts for learning (Vidal, 2011).

PARALLEL SPEAKER 28   **Monday, 12 March, 2018**
                                                        15:10 PM – 16:00 PM
                                                        (Room 506, Level 5)

AN AUDITORY WRITING SUPPORT SYSTEM FOR JAPANESE EFL BRAILLE LEARNERS

Shiori Sunakawa, University of Tsukuba, Japan
Yuichi Ono, University of Tsukuba, Japan

This paper investigates the patterns of spelling errors made by blind learners, collects needs for the support system from them, and constructs and evaluates a new auditory writing support system for Japanese EFL blind learners. Five Japanese blind university students participated in this study. The study starts with word spelling tests, consisting of 60 question items in total, which were collected by our previous study. It turned out that spelling error factors include lack of visual information, the use of braille and contracted braille, and so on. Then, semi-structured interview about the use of ICT was also conducted to the participants. The general requests for the system from them are the functions such as noticing spelling error parts clearly and the number of words with the help of sound information. On the basis of these results, this study constructed the system including these features: (i) Web application; (ii) Screen reader software; (iii) Speech synthesis; (iv) Sentence/passage reader; (v) Natural language processing; (vi) Retry function; and (vii) Short-cut key. Lastly, as a user experiment, the participants were asked to use the system for English writing tasks. The result was that they gave positive feedback to the system.

PARALLEL SPEAKER 29

THE ROLES OF VISUAL DESIGN IN TABLET GAMES FOR CHILDREN'S EFL LEARNING

Sompatu Vungthong, KMUTT, Thailand

The 21st century marks the digital era which is characterised by advanced technology and witnesses the increasing use of visual design in the realm of education. Despite various studies addressing the roles of visual design, there is still limited understanding of its roles in electronic educational materials, especially for language learning and teaching. Adopting a social semiotic perspective, this study combines Halliday's (1994) systemic functional grammar with Kress and Van Leeuwen's frameworks (Kress & Van Leeuwen, 2001, 2006; Van Leeuwen, 2005) for analysing visual design of the game section in the Grade 2 EFL app (seven games in total) in the Thai government's One Tablet Per Child (OTPC) project. In particular, it would investigate how visuals in the game section of the Grade 2 EFL tablet app are used in support of language learning through three aspects: ideational (analysing narrative or conceptual processes), interpersonal (analysing engagement through the use of images), and textual (analysing compositional meanings). The findings shed light on various pedagogical implications for teachers and learning material designers in terms of the roles of visual design in children's language learning.

PARALLEL SPEAKER 30

EXPLORING CHINESE EFL PRIMARY TEACHERS' ROLE IDENTITY DEVELOPMENT: A DEVELOPMENTAL CONTEXTUALISM PERSPECTIVE

Wang Zhiyuan, The Chinese University of Hong Kong, Hong Kong

Role identity, as one dimension of identity, has attracted researchers' much attention in the field of psychology and sociology. In the field of education, although teachers are considered as significant actors playing a variety of roles, studies on teacher role identity remain limited and scattered. Thus, the investigation of teacher role identity can not only help to obtain useful insights into teachers' perception of various roles they play at work, but also generate implications for corresponding stakeholders about how to promote teachers' professional development through reconciling the conflicts among their multiple role identities. Therefore, informed by the theory of Developmental Contextualism and employing a qualitative case study approach, this study is guided by the following two research questions: 1) how do EFL primary teachers develop their role identities? 2) What factors influence their role identity development? With data collected from semi-structured interviews and various related documents, and analyzed as guided by a qualitative content analysis approach, the study indicates that the role identity development of Chinese EFL primary teachers is a multifaceted and dynamic process with various factors involved, ranging across macro-, meso- and micro- levels.

PARALLEL SPEAKER 31

AN ALTERNATIVE FRAMEWORK FOR IMPLEMENTING EXTENSIVE READING WITH INDONESIAN EFL UNIVERSITY STUDENTS

Made Frida Yulia, Universitas Negeri Malang (Home base Sanata Dharma University), Indonesia

Due to the minimum language exposure that EFL learners have, one recommended way to promote interest in foreign language reading is through Extensive Reading. This kind of reading has gained popularity over the years, ever since it was introduced to the realm of foreign language learning. It has been shown to bring a lot of benefits for L2 learners in many respects, and, consequently, it has been implemented in a variety of contexts. However, the implementation of Extensive Reading has sometimes been criticized for its not observing the outlined principles, for instance, in the issues of the absence of pleasure in its undertaking and the inclusion of inappropriate post-reading activities. This paper aims at revisiting Extensive Reading along with its pertaining principles. In addition, it proposes an alternative framework to implement Extensive Reading with Indonesian EFL university students. It will specifically cast some light on how to implement supervised (or instructed) Extensive Reading.

PARALLEL SPEAKER 32   **Monday, 12 March, 2018**
                                                15:10 PM – 16:00 PM
                                                (Room 508, Level 5)

SERIOUS PLAY: USING MINIMALISTIC DRAMA TO ENHANCE INTERCULTURAL UNDERSTANDING

Tanya Kempston, University of Hong Kong, Hong Kong

This paper discusses the benefits and challenges of using minimalistic drama as an agent for enhancing students' intercultural understanding. First year undergraduate students at the University of Hong Kong taking a Common Core course in 2016-17 offered by the researcher were allocated randomly to groups and asked to prepare and perform a 10-minute play in English. These plays were based on a traditional folk tale and were minimalist in nature: students could use only their voices, bodies and a single piece of cloth during the performance. The majority of students identified as Hong Kong Chinese, although a minority identified as Chinese (People's Republic of China), Hong Kong born Indian, Indonesian and Filipino. As the task called for significant amounts of collaborative activity and negotiation in the devising and rehearsal process, data show that the students felt significant frustration with group mates of both the same and other ethnicities during this process. How students developed strategies to deal with these frustrations in order to achieve the goal of a successful performance and to understand one another more profoundly to move away from the 'tyranny of identity' (Winston 2004, p. 12) will be discussed.

PARALLEL SPEAKER 33   **Monday, 12 March, 2018**
                                                15:10 PM – 16:00 PM
                                                (Room 508, Level 5)

THE USE OF MOVIES AS VISUAL LITERACY IN ESL EDUCATION

Do Hyung Ryu, Kookmin University, Korea

Visual literacy is roughly translated as the ability to understand the images that extend the meaning of literacy. In other words, it's about learning and interpreting images and pictures, the ability to understand reading the messages in the images. According to Astorga (1999), the visual images represent the verbal texts of language. She continues to emphasize that visual communication has its own grammar system and enriches the language learning experience of students. In this sense, the movie "Nottingham Hill" was utilized to enhance the visual learning experience. The students are engaged in activities that surround work with reading the visuals of the movie scene, interpreting the visuals of a specific scene in order to understand the intentions of the actors. Moreover, word combinations were incorporated within the activity to enrich the language learning experience. Word combinations, in other words, formulaic sequences, are fixed expressions of words which facilitate the speaking experience for language learners (Wood, 2006). In this presentation, different types of images and how they interact with word combinations will be explored with student interpretations of the experience.

PARALLEL SPEAKER 34   **Monday, 12 March, 2018**
                                                15:10 PM – 16:00 PM
                                                (Room 601, Level 6)

EMBRACING A TRANSFORMATIVE PEDAGOGY IN TESL PREPARATION PROGRAM

Raja Nor Safinas Raja Harun, Sultan Idris Education University, Malaysia

This paper is an on-going study on the use of transformative pedagogy in coaching TESL student teachers in learning how to teach. It examines the teaching and learning approaches used and the student teachers' learning experiences using such pedagogy, particularly in enhancing student teachers' technological pedagogical competencies, pedagogical beliefs and reasoning. The strengths and limitations are also discussed to strengthen the use of such pedagogy. This study embarks on a qualitative approach of a TESL teacher educator action research. The instruments used are document analysis of reflective entries and student teachers' work, the video recorded sessions of classroom activities, feedback forms and focused group interviews. The data gathered are analysed into themes and categories, and triangulation of data used. The initial findings indicate that student teachers are able to enhance their metacognitive skills, have good pedagogical reasoning and are able to relate their understanding and knowledge to their pedagogical beliefs. This study implicates the need for teacher education program to have a flexible and fluid discourse in preparation courses in assisting student teachers in learning how to teach.

PARALLEL SPEAKER 35 **Monday, 12 March, 2018**
15:10 PM – 16:00 PM
(Room 601, Level 6)

THE ADVANTAGES OF USING TASK-BASED LANGUAGE ASSESSMENT IN THE INDIAN ESL CONTEXT

Sajit M Mathews, Indian Institute of Technology Kanpur, India

English language teaching in India has transformed itself over the past six decades. Task-based language teaching is increasingly used in school ESL curricula. The Central Board of Secondary Education's (CBSE) syllabus document clearly states that a 'multi-skilled, learner-centred, activity-based' approach is to be adopted. While such measures have dramatically transformed textbooks and teaching styles in Indian classrooms, language assessment has largely remained unchanged. Discreet item tests continue to individually assess different language abilities. Thus teaching and assessment fall out of alignment, disadvantaging both the realms. This paper argues for the adoption of task-based language assessment (TBLA) in formative and summative assessments. Four language skills (listening, speaking, reading and writing), vocabulary and grammar can be assessed using direct system-referenced task-based tests which make use of an explicit theory of language proficiency. TBLA using integrated tests provides ample opportunities to sample learner performances and assess them in formative and summative tests. This paper proposes a scheme for task-based classroom assessment, drawing on the theoretical foundations of the CBSE language curriculum, text books, assessment pattern and question papers. The benefits of using TBLA include high levels of validity, reliability and authenticity, and alignment of teaching and assessment ensuring positive washback effect.

PARALLEL SPEAKER 36 **Monday, 12 March, 2018**
15:10 PM – 16:00 PM
(Room 602, Level 6)

THE INVESTIGATION OF THAI EFL LEARNERS ON TRANSLATING THAI RELATIVE MARKERS INTO ENGLISH RELATIVE MARKERS

Kamonwan Charunsri, Bansomdejchaopraya Rajabhat University, Thailand

The study aimed to investigate the Thai EFL learners on translating Thai relative markers (thîi) into English relative markers (who, whom, where, whose and which). The participants were the 100 second-year undergraduates, who took the Thai to English Translation course, from Bansomdejchaopraya Rajabhat University. The data were elicited through a Thai-English translation task. The findings revealed that only 26.30% of the participants correctly used the relative markers (thîi) in translation, whereas 73.70% of the participants incorrectly used the relative markers (thîi) in translation. Those who used the relative markers incorrectly were divided into two groups. The first group covered 35.90% who used the ungrammatical relative markers (thîi). The other group, 37.80%, avoided using the English relative markers in translation. The study had some pedagogical implications for teaching Thai and English relative clauses in translation as the only word (thîi) can at least refer to who, whom, where, whose and which.

PARALLEL SPEAKER 37 **Monday, 12 March, 2018**
15:10 PM – 16:00 PM
(Room 602, Level 6)

LEARNERS' PERCEPTIONS OF AN EFFECTIVE EFL TEACHER: THE CASE OF CHINESE STUDENTS

Jerico Juan Esteron, De La Salle University Manila, Philippines
Alice Mae M Arbon, De La Salle University Manila, Philippines

It can be true that students in an EFL classroom are exposed to native English-speaking teachers (NESTs). In some cases, however, an EFL classroom may actually have a non-native English-speaking teacher (non-NEST), such as the case of EFL classrooms in China where English teachers are Filipinos. There have been studies that explore the possible implications of this on the perceptions of both the EFL students themselves and the administrators who hire (or not hire) these non-native teachers (Cheung & Braine, 2007; Liu & Zhang, 2007; Mahboob, 2003; Shibata, 2010; Walkinshaw & Duong, 2014; Wu & Ke, 2009). Informed by Canagarajah's (2005) view that the preference of NESTs over non-NESTs is political and economic rather pedagogical or linguistic, this paper explores the perceptions of EFL learners on their ideal EFL teacher. To achieve this, 40 Chinese EFL students are asked to listen to a recording of a grammar lesson by a Filipino English teacher and to answer a survey questionnaire adapted from Kelch and Santana-Williamson (2002). The study identifies the different factors that lead to their perceptions of an effective EFL teacher and determine the correlation between these perceived factors and their perception of a native speaker of English.

PARALLEL SPEAKER 38   **Monday, 12 March, 2018**
                                                              15:10 PM – 16:00 PM
                                                              (Room 603, Level 6)

ENHANCING ESL STUDENTS' ARGUMENTATIVE WRITING SKILLS THROUGH PEER INSTRUCTION IN THE FLIPPED CLASSROOM

Amreet Kaur Jageer Singh, Sultan Idris Education University, Malaysia

Peer instruction in the flipped learning environment is one of the popular instructional strategies that has been making waves in the educational world. Many are wondering whether it is effective enough to justify the hype. It has become a popular method in teaching and learning in the educational practice. However, not many studies have been done to justify the practice of it in classroom teaching. In the similar situation, not many studies are done in this area for the second language learners and writing skills. This paper discusses the use of peer instruction in the flipped learning environment as an interactive teaching method to teach argumentative writing skills among a group of 36 ESL learners taking English Proficiency 4 course in Sultan Idris Education University, Malaysia. The samples of respondents were selected to undergo a five-week flipped lesson. Questionnaire was analysed based on mean scores while semi-structured interviews were transcribed and analysed according to the themes that have been discovered. Findings indicate that peer instruction in the flipped learning environment gives a positive impact on the second language learners. It also encourages active learning and improves learners' argumentative skills in critical thinking, complex reasoning and writing.

PARALLEL SPEAKER 39   **Monday, 12 March, 2018**
                                                              15:10 PM – 16:00 PM
                                                              (Room 603, Level 6)

FLIPPING SPEAKING DYNAMICS IN AN ESL CLASSROOM

YunJoon Jason Lee, Daegu National University of Education, Korea

English speaking education in Korea has always been a headscratcher for many years. Researchers and teachers evaluated speaking based on structures, chunks, pronunciation, etc. Each assessment was useful for evaluation, but not meaningful enough to promote the self-learning aspect of the ESL students. In other words, after the assessment period, students' motivation to keep pursuing the speaking aspect did not move further along. However, providing content and purpose to student's daily activity in class increased their willingness to further pursue their speaking ability. The presenter utilized the flipped learning process in order to facilitate an alternative speaking dynamic classroom. The flipped aspect of the class provided student with the four elements of flipped learning; flexible environment, learning culture, intentional content and professional educator (FLNm, 2014). The class utilized the U.S movie 'Devil wears Prada' which assisted the students' awareness of culture, language and motivation toward English speaking. In other words, flipping the speaking classroom provided the purpose to speak and the cultural values triggered motivations to continue with English speaking development. In this presentation, lesson plans and set up for flipped learning classroom, with results of the initial research will be explored.

PARALLEL SPEAKER 40   **Monday, 12 March, 2018**
                                                              15:10 PM – 16:00 PM
                                                              (Room 604, Level 6)

SENSITIZING TEACHERS TO DIVERSITY IN THE ESL CLASSROOM

Tara Ratnam, independent teacher educator, India

Normative ideas of "standardization" and "homogenization" that make transaction in the classroom an alienating experience for culturally diverse students are challenged by emerging multicultural perspectives in education which recognize linguistic and cognitive diversity and the need to create spaces for learners' self expression by nurturing their cultural identities in school. This paper analyzes the effect of the collision of these two perspectives on an ESL teacher and her culturally diverse learners. The context of this study was the mentor-mentee relationship I had established with this teacher in the course of a larger project with ESL teachers that I was carrying out in India. The teacher invited me to teach in her class to explore alternative ways of engaging her 'problematic' students. The class turned out to be a critical incident for both the teacher and her students. My analysis of this critical incident flows from bringing a Vygotskian sociocultural theoretical orientation into relationship with my empirical observation. The findings show that the alternative epistemology of teaching provided a decentering experience to both the teacher and her students, disturbing the equilibrium of their earlier taken-for-granted ways of knowing and being.

PARALLEL SPEAKER 41
Monday, 12 March, 2018
15:10 PM – 16:00 PM
(Room 604, Level 6)

JAPANESE UNIVERSITY STUDENTS' PRE-DEPARTURE INTERCULTURAL SENSITIVITY: A PILOT STUDY

Reiko Takeda, Seijo University, Japan

Many intercultural training programs and models have been designed with the following intent: the acquisition of the language of the host country and the dissemination of information to ensure a smooth transition into the new living environment. One of the most frequently cited models is the Developmental Model of Intercultural Sensitivity proposed by Bennett (1986, 2013), which consists of six phases: denial, defense, minimalization, acceptance, adaptation, and integration. As the model has been designed in the US to train Americans, some experts criticize that it would be difficult to apply it to non-Americans preparing to go abroad. Yamamoto (2014) who argues against the application of Bennett's model, studied Japanese university students and found that the developmental stages were different from those by Bennett (1986, 2013). The purpose of this paper is to present the results based on Yamamoto's model, for which a survey was administered to Japanese university students taking a study abroad preparation course. The results are expected to provide implications on what can be included in future intercultural training programs for study abroad candidates.

PARALLEL SPEAKER 42
Monday, 12 March, 2018
15:10 PM – 16:00 PM
(Room 605, Level 6)

STUDENT-LED LESSONS AS PART OF PROJECT-BASED LEARNING AND TEACHING

Oana Cusen, Kwansei Gakuin University, Japan

Learner autonomy is increasingly recognized as one goal of English language education. With its focus on content, authentic language and experiences, group work, and increased learner responsibility, project-based learning and teaching (PBLT) is an approach that can help learners achieve this goal. This presentation will introduce a classroom project, the "Students as Teachers" project, for which groups of students prepared and taught a 90-minute lesson based on a textbook unit. First, the lesson preparation process will be discussed, namely how the groups created the lesson plan and the additional activities for their lesson. Also, the students' performance during their assigned teaching period, and the students' impressions of the project will be analyzed, based on video of the students teaching their lesson and project reflections that the students provided at the end of the project. Throughout the "Students as Teachers" project, students made all the decisions related to their group work, and the teacher only provided the structure for the project and support as needed, which led to a clear increase in student autonomy.

PARALLEL SPEAKER 43
Monday, 12 March, 2018
15:10 PM – 16:00 PM
(Room 605, Level 6)

STUDENT PERSPECTIVES OF FOOD-PROJECT-BASED ENGLISH LEARNING

Chi-yin Hong, Kun Shan University, Taiwan

This study aims to investigate students' perspectives of food-project-based English learning. Six-week English lessons were designed based on the selected theme of a locally representative fruit, pineapples, and activities included instruction of pineapple-related information and culinary English such as cooking verbs and recipes, small group discussions, and multiple-tasks, leading to the completion of the final group project: a short film consisting of cooking demonstration of three pineapple dishes along with brief introduction to the dishes and the dish-making procedures. Forty-four culinary arts majors participated in the lessons, and eight of them were selected for interviews before and after the six-week food-project-based lessons for their views regarding the effects of the lessons on their English learning. The results showed that food-project-based lessons were positively appraised for their effects on raising students' motivation and efficiency for learning culinary English, as they integrated the projects, which appealed to students' expertise, and culinary English. Finally, this study offered pedagogical suggestions about integrating food projects and English lessons for culinary arts.

INVITED SPEAKERS

INVITED SPEAKER 6   **Monday, 12 March, 2018**
16:40 PM - 17:30 PM
(Auditorium)

TEACHING ENGLISH IN TURBULENT TIMES

Alastair Pennycook, University of Technology Sydney, Australia

Perhaps all times seem turbulent to those living through them, but this current era seems more troubled than others. With climate change and environmental destruction posing serious threats to the planet itself, with walls and fences the common response to vast numbers of refugees, with the rise of xenophobic populism in Europe, the USA and elsewhere, with recent challenges to what constitutes news or reality, with new forms of religious fundamentalism drawing deeper battle lines between people, with the erosion of welfare and the normalisation of huge income disparities, with the emergence of a new class of mobile, impoverished and insecure workers, we are living in unsettling times. As the dominant language of globalization, English is part of this, caught up in processes of globalization, increases in inequality, and discrimination. As English language educators, we need to find ways to teach that do not merely provide access to the grammar and lexicon of English, but also seek to develop students as critically engaged translingual activists, resourceful speakers able to move in and out of languages and to understand the role of English and the wider world in critical ways.

INVITED SPEAKER 7   **Monday, 12 March, 2018**
16:40 PM - 17:30 PM
(Rooms 503 & 504, Level 5)

ASSESSMENT DISRUPTED: ARE PRACTICALITY AND (CONSTRAINED) RELIABILITY MORE VALUABLE THAN VALIDITY?

Johanna Motteram, British Council, 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 the construct validity associated with complex descriptions of language in use in context. These expanded constructs are not 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.

INVITED SPEAKER 8   **Monday, 12 March, 2018**
16:40 PM - 17:30 PM

FOUNDATIONS FOR L2 SPEAKING SKILL DEVELOPMENT

Jonathan Newton, School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand

Providing adequate and appropriate opportunities for English language learners to develop L2 speaking skills is a major challenge for EFL teachers the world over. In this talk I present a set of guidelines for fostering speaking skill development in the EFL classroom based on recent scholarship in language education, including my own research and that of my PhD students, many of whom are EFL teachers from the Asian region. In proposing these guidelines, I also address the oft-cited challenges that teachers face when attempting to innovate with speaking tasks in the EFL classroom. These include class size, a shared first language, an exam-focused curriculum, noise and space constraints, and student perceptions of learning and teaching. For each of these points, I will draw on research into the experience of teachers and learners in EFL classrooms in Asia (including authentic examples of classroom learning in action) to show how particular teachers have innovated to overcome these kinds of classroom realities, and, in so doing, provided rich opportunities for English speaking skill development.

INVITED SPEAKER 9   **Tuesday, 13 March, 2018**
09:00 AM – 09:50 AM
(Auditorium)

ENGLISH FOR 21ST CENTURY COMPETENCIES

David Nunan, University of Hong Kong, Hong Kong

Educating citizens for 21st Century skills has become the mantra of governments and ministries of education around the world. In this talk I will unpack some of the key issues, assumptions and challenges underlying this mantra. Why do we have to reinvent curricula that have served us well in the past? What are these skills that are needed by the 21st Century citizen? How can we create learning experiences to equip school students to survive and thrive in the 2030s, when we don't even know what the world will be in 12 months? What is the role of English in educating citizens for the 21st Century and how does it fit into the broader school curriculum? In the second half of the presentation, I will look at some of the practicalities of planning, implementing and evaluating this new curricular imperative and will illustrate the presentation with examples from a variety of contexts around the world.

INVITED SPEAKER 10   **Tuesday, 13 March, 2018**
09:00 AM – 09:50 AM
(Rooms 503 & 504, Level 5)

LITERARY TEXTS IN THE ELT CLASSROOM: PRINCIPLES FOR ENCOURAGING ENGAGEMENT

Amos Paran, UCL Institute of Education, United Kingdom

Literary texts have always played an important part in English language education throughout the world. An important element in understanding the way we use and teach literary texts, however, is understanding how they are different from other texts – and how they are similar, and understand reading literary texts is similar to or different from reading other texts. In this talk I suggest that we should move away from focusing on comprehension questions and that our focus should be on finding ways of engaging learners with the literature they are exposed to. I will discuss five principles for learner engagement with literature. I provide examples from personal experience and from a recently completed research project into literature in foreign language teaching. At the same time, I will also discuss the idea of appropriate methodology, in which care is taken to ensure that the task that we use with a literary text is appropriate for that specific text it is being used with. In this talk I will illustrate a variety of techniques drawn from communicative approaches to language teaching, and with strong learner-centred elements, which can be used with different literary texts.

INVITED SPEAKER 11   **Tuesday, 13 March, 2018**
09:00 AM – 09:50 AM
(Rooms 506 - 508, Level 5)

WHAT CAN WE LEARN FROM 50 YEARS OF TEACHING LISTENING AND SPEAKING?

Christine Goh, National Institute of Education, Singapore

Teachers everywhere recognize the importance of helping language learners develop good listening and speaking (oracy) skills. While these language skills are essential for effective communication, listening and speaking are also critical to learners' overall language development, academic learning and development of 21st century competencies. In this presentation I trace some of the key developments in the teaching of listening and speaking over the past 50 years and invite you to reflect on how these curricular and pedagogical changes have influenced your own practice of teaching and assessment. I will also draw on selected findings from research and suggest the extent to which some relevant research insights have informed instructional practice. Oracy skills such as critical listening and discussion that require more attention, particularly in educational contexts, are highlighted. To conclude the presentation, I propose some future directions for teaching and researching listening and speaking. This presentation will be relevant to teachers and researchers of English as well as other languages in bilingual and second/foreign language contexts.

PARALLEL SESSIONS

PARALLEL SPEAKER 44
Tuesday, 13 March, 2018
10:30 AM - 11:00 AM
(Tanglin Room 1, Level 1)

A 21ST CENTURY PEDAGOGY: TEACHING ACADEMIC 'MULTIMODAL ARGUMENTATION' THROUGH DIGITAL STORYTELLING

Chan Billy Chun-chuen, The University of Sydney, Australia

Within academic writing, writing sound argumentation is an essential skill required from undergraduates (Davies & Barnett, 2015) but forming it has proved challenging (Lee & Deakin, 2016) for teaching and learning in university. It is reported that many teachers have a fuzzy understanding of argumentation (Wingate, 2012), while learners often face usage issues such as providing relevant reasons, counterarguments or rebuttals (McCann, 1989) of argumentation in academic writing. This presentation aims to outline an integrative multimodal pedagogical approach to teaching and learning argumentation in universities that applies digital storytelling in the context of academic writing, especially for speakers of English as a second/foreign language. After reviewing some common interpretations of and approaches to teaching argumentation for academic writing, this presentation will elaborate on the challenges and review the gap resulting from the disconnect between written and visual argumentation before discussing how multimodality may bridge this within a pedagogy that applies it for both input and output in the study of written argumentation for academic purpose. It will elaborate on the constructs required to achieve the pedagogy's goals before concluding on its potential benefits to academic writing.

PARALLEL SPEAKER 45
Tuesday, 13 March, 2018
10:30 AM - 11:00 AM
(Tanglin Room 2, Level 1)

RE-IMAGINING THE WRITING PROCESS USING MICROSOFT ONENOTE

Magdalena Furtado, Crescent Girls School, Singapore

In Crescent Girls' School (CGS), as part of learning from a multi-disciplinary approach, Secondary Three students go through a rigorous process that combines research skills from the Social Studies Issues Investigation Unit with writing skills from the English Language Expository Writing Unit. For the research component, students collaborate in groups of 5-6 to analyse a given question, and search for sources that will help them get a better understanding of the question, as well as concrete evidence that will help them to support their responses to the question. Students will then use their research material to draft their essays. Each student's research work is documented on Microsoft OneNote Online so that all members of the group can easily check on one other's progress. The teacher is also able to provide formative feedback on the group's research and essays through OneNote Online as well as face-to-face consultations during lessons. In this session, participants will find out how the teachers in CGS blend the teaching of two subjects and facilitate assessment for learning in the 21st century classroom.

LOOKING BEYOND MOTIVATION

Stephen Ryan, Waseda University, Japan

At the heart of the shift to a more learner-centred approach to language education has been the concept of motivation and the attendant interest in the contributions language learners make to their own learning. It now appears we are in the midst of further shift, both in terms of the way language education is provided, with a greater focus on CLIL and EMI approaches, and in the ways we conceptualise the connections between the individual and learning. Research is increasingly considering language learners as real people with lives and interests outside the language classroom and we appear to be moving from a learner-centred to a person-centred framework of language education. This shift has significant implications for both research and classroom practice, and in this presentation I will ask where the concept of motivation fits into the new person-centred era. Using both interview and observational data obtained from English learners in Japan, I aim to demonstrate how concepts taken from positive psychology, such as savouring and positive communication, can enable both teachers and researchers to understand people and their learning in a more complete way than offered in currently available models based solely around motivation.

DIFFERENTIATED INSTRUCTION: PRACTICAL STRATEGIES FOR THE UNINITIATED AND/OR THE BUSY

Gayathrii Nathan, MDIS College, Singapore

Differentiated instruction refers to the notion of tailoring instructional practices and assessments to fit the various complex learning needs of students in a classroom. Differentiated instruction has been linked to increased student engagement, better academic outcomes and, in the case of English students, less anxiety when it comes to interacting with teachers and classmates. Yet, preparing differentiated lessons might simply take too much time. Preparing materials to offer choices to students might also increase the amount of printing teachers and schools have to engage in. In a fast-paced educational landscape with large class sizes, how can teachers differentiate instruction in an effective yet economic manner? In this presentation, I share some strategies that would aid both primary and secondary English teachers in differentiating learning for their students. This presentation will also showcase how effective assessment-for-learning and two-way feedback channels can be seamlessly built into differentiated lessons. These strategies can also be modified to suit various other subjects, age groups and class sizes.

THE ASSESSMENT CHALLENGES OF CREATIVE ACTIVITIES

Kristin Armitage, Ehime University, Japan
Mutsuko Nagasaki, Ehime University, Japan

Japan leads the field in foreign language demotivation research (Ushioda, 2013) and one contributing factor to this is the educational context where English is categorized as 'English for exams' in high schools with little development of communicative skills. At university, students may find themselves unprepared for the communicative demands placed on their language skills in addition to lacking any learning purpose or engagement. At one Japanese national university, creative activities have been used in class and outside class to increase student interest while expanding English output opportunities for students. However, adequately assessing these activities by teachers in a manner that is fair and equitable for and by students is often difficult. Through ongoing curricular revision, exploration of current research, discussions with students and teachers to elicit their views, and participation in these activities we have developed some effective assessment methods and tools. We outline how these practices have been used in Japan to

increase student confidence, promote student autonomy, and encourage student self-assessment and peer-assessment, and provide suggestions for their effective use in other contexts.

PARALLEL SPEAKER 49   **Tuesday, 13 March, 2018**
                                                              10:30 AM - 11:00 AM
                                                              (Room 504, Level 5)

THE ROLE OF WILLINGNESS TO COMMUNICATE IN TASK-BASED VIDEOCONFERENCE INTERACTIONS

Akiko Fujii, International Christian University, Japan
Lino Atsushi, Hosei University, Japan
Daisuke Miyahira, International Christian University, Japan

Technology-enhanced learning environments can provide learners in an EFL environment with much needed opportunities for authentic task-based interaction in the target language. In reality, however, interaction may not always provide learners with facilitative conditions for second language development (van der Zwaard & Bannink, 2016). The current study reports on willingness to communicate (WTC) in Japanese university students' videoconference interactions with their language tutor in the Phillipines, using task-based language learning materials. Following Cao (2014), WTC was viewed in terms of observable behavior that reflected voluntary engagement in communicative interaction. The goal of the study was to investigate (1) whether learners' WTC in terms of observable behavior increased their opportunities for language development, (2) whether learners' WTC changed over the course of the 10-week period, and (3) what situational factors influenced learners' WTC. A multiple case study approach was taken to analyze the weekly interactions of 4 pairs of learners with their tutor over a 10-week period. Findings indicate that WTC enables learners to create and take advantage of learning opportunities, and that some aspects of WTC increased over time. Tutors' strategies (Vongsila & Reinders, 2016) could be seen to enhance WTC. Topic, instructional format, and individual differences also influenced WTC.

PARALLEL SPEAKER 50   **Tuesday, 13 March, 2018**
                                                              10:30 AM - 11:00 AM
                                                              (Room 506, Level 5)

ENHANCING STUDENTS' INFERENCING SKILLS IN READING COMPREHENSION

Lai Kuan Hoe Leslie, Innova Primary School, Singapore
Doreen Chan Siew Li, Woodlands Primary School, Singapore
Bing Sum Wong, Radin Mas Primary School, Singapore
Shanti Prakash, Tao Nan School, Singapore

How do we enhance our students' inference skills? This is the question that led the team to adopt the Lesson Study approach to explore the teaching of reading comprehension and inquire into the effectiveness of current practices. It is frequently raised during post-examination results analysis that students did not perform well in Comprehension Open-ended, especially on questions that require inferencing. Teachers are required to inquire into the effectiveness of their current practices to find out if they have indeed provided the necessary scaffolding to support the learning of inferencing skills. Available research evidence points to the importance of teacher modelling of inferencing, providing students with wide background knowledge and equipping them with thinking-aloud skills needed to access schema and leverage personal experiences for text comprehension (Israel & Massey, 2005). Post-study data showed significant results and with the newly acquired skills and strategies, students could gain a better overall understanding of the text.

PARALLEL SPEAKER 51   **Tuesday, 13 March, 2018**
                                                              10:30 AM - 11:00 AM
                                                              (Room 507, Level 5)

POSITIVE IMPACT OF INTRUSIVE RECORDING DEVICES ON FOREIGN LANGUAGE LEARNING

Yasunari Harada, Waseda University, Japan
Miwa Morishita, Kobe Gakuin University, Japan
Lisa Nabei, Tokai University, Japan

Installation of Language Laboratories used to be an indication that a school is serious in their teaching of English back in the 1960' and 70' in Japan. These facilities have been replaced by computer cluster rooms

and portable devices such as mobile phones, tablets and action cameras are taking the place of classroom equipment but the lesson remains the same. Japanese college students exhibit reluctance to communicate in English among themselves. For most Japanese, talking to each other in English is in fact socially more demanding than talking in English to someone who apparently does not speak Japanese. When organized into small groups to engage in speaking tasks, they soon change the language to their native language. However, as Harada, Shudo & Morishita (2015) suggest, when each group is given an audio recorder or a camcorder, for later evaluation or for collecting data on learner language, they tend to keep the interaction going in English, even among students with low proficiency. Nabei (2017) reports students' bodily reactions become more pronounced with camcorders. Apart from being a tool for recording students' activities, such tools serve the purpose of motivating the students to engage in interactions in the target language.

PARALLEL SPEAKER 52   Tuesday, 13 March, 2018
                                                10:30 AM - 11:00 AM
                                                (Room 508, Level 5)

TEACHING ENGLISH PROSODY TO JAPANESE LEARNERS: "THREE PRINCIPLES" APPROACH TO PROSODY INSTRUCTION

Kazuhito Yamato, Kobe University, Japan
Takamichi Isoda, Ritsumeikan University, Japan

For non-native teachers of English, pronunciation is hard to teach. Prosody is even harder to teach and teachers feel insecure about teaching it. Surveys conducted in Japan revealed that Japanese EFL teachers, in particular, do not receive sufficient training on phonetics or pronunciation instruction and do not incorporate pronunciation into their teaching. For overcoming such situations, the authors devised "three principles for English prosody instruction", which reduce complicated phenomenon of English prosody to three simple rules for teachers and learners to follow. The principles show prosody as an interrelated system of syllable, stress, rhythm, and intonation. The three principles for English prosody instructions are as follows: 1. strike a beat when there is a vowel; 2. when there are more than one beat, differentiate strong and weak beats; 3. when there are more than one strong beat, make one of them more salient than the others. These principles enable non-native teachers, including Japanese EFL teachers, to put prosody instruction into practice in their classrooms: Teachers can design original activities from any textbooks they use. In this presentation, the authors will explain the principles in detail and illustrate some activities and tasks based on these principles.

PARALLEL SPEAKER 53   Tuesday, 13 March, 2018
                                                10:30 AM - 11:00 AM
                                                (Room 601, Level 6)

TRANSLANGUAGING IN PHILIPPINE MOTHER TONGUE EDUCATION: POSITIONING ENGLISH IN CLASSROOM DISCOURSE

Romylyn Metila, University of the Philippines, Philippines

Since 2012, the Philippines has implemented Mother Tongue-Based Multilingual Education (MTB-MLE) in K-3 levels nationally. Since then, children's mother tongues have been used as languages of instruction and Grade 1 to 3 curricula feature three language subjects: the Mother Tongue, Filipino (the national language), and English. Multilingualism is common in the country and this is manifested in the mixing of languages in K-3 classrooms, specifically in linguistically diverse areas. Data from a nationwide study on Philippine MTB-MLE implementation by Metila, Pradilla, & Williams (2016) have reported the translanguaging practices of teachers and students, particularly code-switching and translation between English and local languages. Teachers used English for classroom management, social routines, and relaying feedback while both teachers and students switched to English when referring to numbers and terms for math and science. This paper draws from these results as it looks at the role English plays vis-a-vis the mother tongues in translanguaging. Pedagogical issues in translanguaging are raised, and proposed recommendations focus on teachers' heightened metalingual awareness for a principled translanguaging that can help improve classroom communication and student performance.

PARALLEL SPEAKER 54   Tuesday, 13 March, 2018
                                                10:30 AM - 11:00 AM
                                                (Room 602, Level 6)

TIPS ON FOSTERING INTERCULTURAL COMMUNICATIVE COMPETENCE IN JAPANESE PRIMARY SCHOOL ENGLISH CLASSES

Natsue Nakayama, Bunkyo University, Japan
Fumiko Kurihara, Chuo University, Japan

Globalization has widely impacted many Japanese schools, despite regional differences in the degree of progress. With rapid globalization, an important role of foreign language education in primary schools will be to enhance students' intercultural competence (hereafter 'IC'). This can be observed in the new, recently released Japanese course of study (Ministry of Education, 2017), which is to be implemented from 2020. The aims of studying English are stated as 'to understand culture that lies behind foreign languages' and 'to nurture a positive attitude toward communicating while paying attention to the thoughts and feelings of others'. However, the document contains no explicit instructions on how this concept should be incorporated into classroom practice; moreover, many teachers are not confident teaching IC. Thus, the present study aims to investigate what IC elements are currently dealt with in English classes in Japanese public primary schools by interviewing Japanese English teachers and analysing the teaching materials used in classes. Based on the findings, suggestions for better IC instruction and practice in elementary schools that matches the Japanese context will be explored.

PARALLEL SPEAKER 55
Tuesday, 13 March, 2018
10:30 AM - 11:00 AM
(Room 603, Level 6)

LINGUISTICALLY RESPONSIVE TEACHING IN THE 21ST CENTURY: THE PLACE OF EOP IN MTB-MLE

Cecilia A Suarez, Ateneo de Manila University, Philippines

The realities of 21st century education are usually characterized by everything 'multi-': multimodal, multiliterate, multicultural and multilingual. Although these concepts seem to be common, hence, omnipresent in various academic documents (e.g. curriculum guides), it is still difficult to assume that teachers, who are expected to reflect these critical concepts in their own classroom practices, are well-trained in the field and are knowledgeable about them. How do they understand multiculturalism, for example? How do they respond to the needs of multilingual learners? Considering these questions, becoming and being a linguistically-responsive language teacher can be challenging. But it is certainly crucial especially in the context of English Language Teaching (ELT) in a multicultural and multilingual setting like the Philippines. This paper examines the place of English-Only Policy (EOP) in the Philippines—that despite the shift of its language policy from Bilingual to Mother Tongue-Based Multilingual Education (MTB-MLE), many schools in the country still continue to advocate for EOP. To address this, the researcher offers an alternative paradigm using Lucas and Villegas' framework for preparing linguistically responsive teachers (2011).

PARALLEL SPEAKER 56
Tuesday, 13 March, 2018
10:30 AM - 11:00 AM
(Room 604, Level 6)

DEVELOPING THE LANGUAGE TO TALK ABOUT ART IN PRIMARY FOUR CLASSROOMS

Alison Tan, ELIS, Ministry of Education, Singapore
Soh Wan Hong, Northland Primary School, Singapore

In an effort to achieve the Art syllabus goals of developing visual literacy and cultivating students' skills to describe and interpret artworks (MOE, 2009), many teachers have employed the use of thinking routines, particularly See Think Wonder (STW). The hope is that the routine will help students make "careful observations" and "thoughtful interpretations", potentially leading their thinking to higher and more sophisticated levels (Ritchhart, 2011, p. 47). However, using the STW routine alone across all Primary Four classrooms in a local school tended to trigger brief and superficial responses, despite teacher demonstration and student familiarity with the routine. To address the problem, this study augmented the routine with targeted language support and dialogic interactions (Mercer and Littleton, 2007). Post-intervention assessment showed marked improvements in the length and quality of students' written responses. The results of this study corroborates the observation that students need literacy scaffolds in order to learn the specialized ways of thinking and talking in subject classrooms (Gibbons, 2002).

PARALLEL SPEAKER 57
Tuesday, 13 March, 2018
10:30 AM - 11:00 AM
(Room 605, Level 6)

EFFECTS OF SUBTITLED MOVIES ON LEARNERS' PRODUCTIVE AND RECEPTIVE VOCABULARY AND ATTITUDE

Mae-Ran Park, Pukyong National University, Korea

The current study investigated the effects of subtitled movies on learners' productive and receptive vocabulary and their attitude toward 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 the questionnaire survey on their general English learning habits and vocabulary size test which was created after extracting 24 words respectively 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 a statistical significance. Second, comparing the results of the pre-test and post-test of all three groups, only the implicit teaching group showed a statistical significance. Insights from the findings will be discussed.

PARALLEL SPEAKER 58

Tuesday, 13 March, 2018
10:30 AM - 11:00 AM
(Maker Space)

SHAKESPEARE IN YOUR OWN WORDS - SCRIPT WRITING FOR UPPER INTERMEDIATE LEARNERS

Tanya Kempston, University of Hong Kong, Hong Kong

This is a practically focused, interactive drama workshop. Participants will work in pairs and then small groups to develop their own short 'write-on' acrostic script based on a 'moment' in Shakespeare's Hamlet - the bedchamber scene between Hamlet and his mother Gertrude. How this short script may be used to integrate grammar teaching and learning and for peer assessment will be discussed. Participants will also view examples of actual scripts written by first year students at the University of Hong Kong to see how they responded to the creative demands of the task and discuss how the script writing strategy may be adapted so as to be used in their own professional contexts. Participants will not be bombarded with a lot of original Shakespearean language as this workshop does not focus on the original text. Rather, it deals with how a 'moment' in the text may serve as a useful jumping-off point for students' own writing and creative response.

WORKSHOPS BY INVITED SPEAKERS

WORKSHOP SPEAKER WA

Tuesday, 13 March, 2018
11:10 AM - 12:00 PM
(Tanglin Room 1, Level 1)

ENGLISH FROM BELOW

Alastair Pennycook, University of Technology Sydney, Australia

English from above – standard English, correct English, the English of educated speakers, the English we teach in school – has long been the primary concern of educators. This organized and regulated system has been seen as the only thing we should allow in our classrooms, the object of teaching and testing, and the goods students need to succeed in education and work. With our learners plugged in to a new world of online language, and with English changing rapidly as it becomes embedded in diverse contexts worldwide, however, we also need to attend to English from below, the informal, changing, irregular, mixed and playful language of the everyday. Participants In this workshop will provide examples of new and changing forms of English from the region and together we will discuss their potential role in our classrooms. Do we dismiss them or engage with them? Do we correct them or accept them? Do we allow them pedagogical space or slam our classroom doors shut? What role can we find for English from below alongside English from above?

WORKSHOP SPEAKER WB

Tuesday, 13 March, 2018
11:10 AM - 12:00 PM
(Tanglin Room 2, Level 1)

LANGUAGE LEARNING BEYOND THE CLASSROOM

David Nunan, University of Hong Kong, Hong Kong

The two contexts for language learning and use are inside the classroom and outside the classroom. Until comparatively recently, the classroom world was where language was learned, and the world beyond the classroom was where language was used. This bifurcation between language learning and use began to break down with the advent of communicative language teaching which brought with it experiential learning and the notion that one could actually acquire a language by using it productively and communicatively inside the classroom. However, there are some fundamental differences between language learning and use in these two contexts. I will argue that learning through using language in authentic as well as pedagogically structured contexts outside the classroom can significantly enhance the language competencies of our learners, and that we therefore have a duty to provide learners with out-of-class learning opportunities. During the workshop we will look at a number of practical tasks for providing such opportunities: these include contact assignments, out-of-class projects, and technology-based language learning and using activities. A framework will be presented for designing and evaluating such activities.

WORKSHOP SPEAKER WC   **Tuesday, 13 March, 2018**
11:10 AM - 12:00 PM
(Room 502, Level 5)

REFLECTIVE PRACTICE FOR LANGUAGE TEACHERS

Thomas Farrell, Brock University, Canada

Reflecting on our practice suggests that our teaching experience is not enough, for we do not learn much from experience as much as we learn from reflecting on that experience; thus experience combined with reflections can lead to growth and this is how we become more effective language teachers. In this workshop I outline how language teachers can reflect by using the Framework for Reflecting on Practice. This framework has five interactive stages: philosophy, principles, theory, practice and beyond practice and participants will be given an opportunity to reflect together on all five stages so that they can develop their own theories of teaching. Specifically, participants will be given opportunities to develop their philosophy and thus their identity as a teacher; their beliefs about teaching and learning; their theory of planning and analysis of critical incidents; their reflection on and in practice, and their ability to critically reflect on practice so that they can become a fully integrated teacher of English.

WORKSHOP SPEAKER WD   **Tuesday, 13 March, 2018**
11:10 AM - 12:00 PM
(Room 503, Level 5)

UNDERSTANDING THE ROLE OF METACOGNITION IN LISTENING AND SPEAKING DEVELOPMENT

Christine Goh, National Institute of Education, Singapore

One common advice that teachers give to language learners who want to improve their listening and speaking is to 'keep practising'. While practice for comprehension and fluency is indeed important, there is more that learners can do to facilitate their own oracy development. They need to develop better understanding and control of the cognitive, social and affective processes involved in listening and speaking by recognizing the nature and demands of communicating orally in another language. To help learners with this, teachers should engage them in metacognitive activities that develop the skills and habit of mind for directing and regulating their own learning processes in and out of class. Metacognitive activities which can also increase learner motivation can be integrated with listening and speaking activities to provide a holistic approach to language development. This workshop proposes a theoretical framework for metacognitive development that can be readily applied to listening and speaking instruction. You will consider how metacognitive activities can be adapted and used to meet your students' learning needs. As you experience the metacognitive sequence of planning – monitoring – evaluation though workshop tasks, your own awareness of different dimensions of metacognition will also be heightened.

WORKSHOP SPEAKER WE   **Tuesday, 13 March, 2018**
11:10 AM - 12:00 PM
(Room 504, Level 5)

MATERIALS EVALUATION, ADAPTATION & DESIGN: A WHISTLE STOP TOUR

Hanan Khalifa, Cambridge English Language Assessment, University of Cambridge, United Kingdom
Nisreen Ash, Cambridge Assessment, United Kingdom
Pushparani Subramaniam, Ministry of Education, Malaysia

Teachers rely on a diverse range of materials to support their teaching and the learning of their students whether it is the prescribed textbook, digital resources or free downloads from the internet. Despite the range of materials which are commercially available, many teachers spend time in evaluating, selecting, adapting or designing their own materials for classroom instruction in a quest for a better fit with learner needs and the teaching environment (Litz, 2001). In this workshop, participants will have a whistle stop tour of the latest trends and principles in materials evaluation, adaptation and design. They will then practice applying these principles to language skills.

WORKSHOP SPEAKER WF   **Tuesday, 13 March, 2018**
11:10 AM - 12:00 PM
(Room 506, Level 5)

THE TEACHER SPEAKS: MAKING TEACHER TALK COUNT FOR LEARNING

Jonathan Newton, School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand

Lots of speaking takes place in our classrooms, much of it by the teacher. But how effective is our teacher-talk for learning? And how often do we experience the feeling that we are just expelling 'hot air'!? In this workshop we explore five ways you can make your teacher talk more effective for engaging learners, stimulating thinking and promoting learning. These ways include how (and when) to give oral feedback (and how to monitor its effect) and how to model and engage learners in dialogic enquiry in groups and whole class instruction. The teaching skills and strategies we'll explore have been shown to be highly effective for teaching from early childhood to tertiary contexts and in teaching subjects from maths to science to English.

WORKSHOP SPEAKER WG   **Tuesday, 13 March, 2018**
11:10 AM - 12:00 PM
(Room 507, Level 5)

'I'D LIKE TO TRY ACTION RESEARCH': A HANDS-ON WORKSHOP FOR GETTING STARTED

Anne Burns, University of New South Wales, Australia

Action research in English language teacher education has become much more widely known and discussed over the last 20 years. It is has been described as a 'powerful form' of research for TESOL (Richards, 2003) and one that is relatively accessible to teachers in comparison with other types of research. This workshop is designed for teachers who are interested in knowing more about doing action research. We will be looking first at the meaning of action research and how it relates to other kinds of research. We will also consider why action research can be particularly appealing to teachers. We will then go through some of the processes for doing action research. We will focus on sharing ideas about issues, curiosities or challenges in your classroom that you would like to explore further and discuss some ways to investigate them. There will be several opportunities in this workshop to exchange your ideas about teaching with other teachers and to develop some new ways of exploring and understanding what goes on in your classroom.

WORKSHOP SPEAKER WH   **Tuesday, 13 March, 2018**
11:10 AM - 12:00 PM
(Room 508, Level 5)

WHAT GOES INTO A TESOL METHODS COURSE?

Jack Richards, University of Sydney, Australia and SEAMEO RELC

"What goes into a TESOL method course?" The workshop is intended for both pre-service and in-service teachers who teach or intend to teach English to Speakers of Other Languages. The workshop participants will review the goals and content of a TESOL methods course for pre-service and in-service teachers.

WORKSHOP SPEAKER WI   Tuesday, 13 March, 2018
                                                         11:10 AM - 12:00 PM
                                                         (Room 601, Level 6)

NURTURING 21ST CENTURY SKILLS: YOUNG LEARNERS AND TEACHER-LEARNERS

Ann Mayeda, Konan Women's University, Japan

Active learning and 21st century skills, or more specifically critical thinking, creativity, collaboration, and communication have been brandied about in recent years as 'skills' that our children and future leaders must possess in order to be successful in a rapidly changing world. It goes without saying then, that in in language learning classrooms our learners would be much better off provided with an environment conducive to enhancing these skills. In the first part of this workshop, I will offer anecdotes and provide some evidence that young learners come into the classroom preloaded with these 21st century 'skills'. And then discuss some of my observations of how some teaching practices can unintentionally serve to suppress them. We will look critically at each of these tasks and determine how we can allow young learners to reclaim these abilities and how our teacher-learners can more effectively nurture them in the language classroom. The key ingredients begin with active listening followed by allowing our learners more space, more agency, and more autonomy to flourish. Workshop participants should be able to take away ideas for providing a more learner-centered and empowered teaching environment.

WORKSHOP SPEAKER WJ   Tuesday, 13 March, 2018
                                                         11:10 AM - 12:00 PM
                                                         (Room 602, Level 6)

INTRODUCTION TO THE CEFR FOR EDUCATORS

Victoria Clark, British Council Hong Kong, Hong Kong

The Common European Framework of references for languages (CEFR) is an international framework for describing language proficiency. The CEFR has had a significant impact on teaching and learning, and many education systems in the region are moving towards using the CEFR framework to evaluate English language proficiency of both students and teachers. The CEFR has multiple functions. It can assist in 1. understanding language proficiency 2. developing syllabi 3. setting language objectives 4. preparing tests 5. choosing teaching materials. This workshop will provide a practical introduction to the CEFR's action-oriented approach and proficiency levels of A1 to C2. It will provide information on the differences between each level. Participants will then do activities to identify the distinct levels of proficiency. Later, participants will engage with the CEFR's proficiency levels in greater detail by assigning levels to teaching materials and test tasks. Finally, participants will discuss how best to prepare students to reach the next CEFR level.

WORKSHOP SPEAKER WK   Tuesday, 13 March, 2018
                                                         11:10 AM - 12:00 PM
                                                         (Room 603, Level 6)

COMBINING LANGUAGE EDUCATION AND VALUES EDUCATION: USING MORAL DILEMMAS

Amos Paran, UCL Institute of Education, United Kingdom

Kohlberg's theory of moral development, positing a development in moral judgment in six stages, has been influential in many contexts, and is often used as part of values education. Although it is contested and debated by educationalists and psychologists, the technique of dilemma discussions can nevertheless be adapted successfully to language teaching through a pyramid discussion structure, in which students progress from individual engagement to working in groups and then through to whole class discussion. In the first half of this workshop we will first go through a demonstration of the technique, in which participants will take the role of the learners. In the second half of the workshop we will briefly discuss Kohlberg's theory and type of questions teachers can ask in order to elicit different types of reasoning. We will focus mainly on the ways in which the technique can contribute to language learning and the ways in which dilemmas can be adapted to different levels of language proficiency. We will finish by looking at the ways in which such discussions can be linked to other language learning activities.

WORKSHOP SPEAKER WL   Tuesday, 13 March, 2018
                                                         11:10 AM - 12:00 PM

RESEARCH IN APPLIED LINGUISTICS: NEEDS ANALYSIS FOR EVIDENCE BASED COURSE DEVELOPMENT

Johanna Motteram, British Council, Singapore

Needs analysis is the foundation of course planning for specific purposes. In this workshop participants will consider methods for gathering and synthesising information to inform course development decision making. Participants will discuss the following two questions: 1. What are appropriate sources of information for needs analysis? 2. How can we analyse and synthesise this data to understand the essential question of needs analysis, what are the gaps between the texts the learners can produce now and the texts they need to produce? The workshop is illustrated with examples from a current British Council + ClarityEnglish project. In this work in progress, an evidence based course for teaching a defined population two clearly defined texts, IELTS writing task 1 and task 2 (Academic), is being developed. Selected data gathered during the needs analysis phase of this project will be shared with participants, and participants will work through guided text analyses used in the project. This needs analysis process can be replicated in different contexts where teachers and course writers have a need to identify learners' needs to support course development for specific purposes.

WORKSHOP SPEAKER WM
Tuesday, 13 March, 2018
11:10 AM - 12:00 PM
(Room 605, Level 6)

TELECOLLABORATION FOR INTERCULTURAL COMMUNICATIVE COMPETENCE DEVELOPMENT

Kurt Kohn, University of Tuebingen, Germany

Workshop collaboration will be in three steps and will explore how telecollaboration tools and activities can be used to engage foreign language learners in authentic communicative practice and intercultural encounters. Step A: The participants will review their teaching objectives and practices regarding intercultural communicative competence development. They will discuss their objectives and practices in relation to the communicative and intercultural possibilities and limitations of the face-to-face classroom. Step B: The participants will review a few selected intercultural telecollaboration tools (including virtual worlds, video conferencing, and Google Drive) presented via data projector. They will discuss the tools' pedagogical potential in the light of the insights gained from step A. Step C: Stimulated by a few prototypical task descriptions, the participants will collect their own ideas for intercultural telecollaboration tasks they deem suitable for overcoming classroom limitations identified in step A. The participants will collaborate in the plenary or in small groups as required. Brainstorming, awareness raising and reflective discussion activities will be supported by collaboration tools including Kahoot and Google Docs.

PARALLEL SESSIONS

PARALLEL SPEAKER 59
Tuesday, 13 March, 2018
14:00 PM - 14:30 PM
(Tanglin Room 1, Level 1)

UNPRODUCTIVE GAPS BETWEEN TEXT READABILITY AND JAPANESE STUDENTS' ENGLISH PROFICIENCY LEVELS

Etsuko Ota, Toyo University, Japan

This paper reports on a study of the 'the gap' between the readability of government authorized English language textbooks used in some Japanese senior high schools (JSHSs) and the students' English reading levels, using Lexile Measures. The study also investigated how the variety of in-class activities in JSHSs can change depending on the gaps between text readability and students' proficiency levels. Grammar Translation has been a popular teaching method in JSHSs. In this teacher-centered method, textbooks requiring dictionary use for comprehension are often preferred by teachers than more easily comprehensible textbooks. Many JSHS teachers believe such 'demanding' textbooks are ideal materials to improve students' English proficiency. The government's current and upcoming new Course of Study, however, clearly emphasizes students' "communicative abilities." Consequently, Japanese traditional teaching methods need re-examining. If the textbook level is much beyond student-readability, most of the class time is spent on comprehension, and thus very little time is left for post-reading and additional activities. It is important to find

out which textbook level is most appropriate for more varied and successful in-class activities. The results from this study are expected to help JSHS English instruction become more productive.

PARALLEL SPEAKER 60   **Tuesday, 13 March, 2018**
                                                           14:00 PM - 14:30 PM
                                                           (Tanglin Room 2, Level 1)

SHIFTING TEACHER BELIEFS THROUGH COMMUNITY WEB-JOURNALS: CASE STUDIES FROM THE PHENOMENOLOGICAL PERSPECTIVE

Ken Tamai, Kobe City University of Foreign Studies, Japan
Joan Kuroda, Kwansei Gakuin University, Japan

Three case studies trace the shifting perspectives of Japanese English teachers' classroom experiences in a web-based teaching journal for a TESOL teacher development course. Reflective practice was used as the framework for developing teacher cognition with the presenters serving as facilitators by making inquiries into their written experiences. A total of nine students wrote web-journal entries once a week for three months, including peer feedback, providing a variety of perspectives for the writers. The written texts of three participants were analyzed from a phenomenological perspective which focuses on the way teachers face the reality of the life world in the classroom. Analyses reveal versatile shifts of teachers' views as well as the difficulty they experience in the process of challenging their teacher beliefs. Among the findings are 1) a shift of teachers' attention from such external elements as methods or skills to the needs of individual students, 2) change in teacher identity, 3) teachers' resistance to critical examination of themselves, and 4) teachers' growing awareness of a learner as a being. Findings reveal how increased awareness about the lifeworld of the classroom affects teacher cognition.

PARALLEL SPEAKER 61   **Tuesday, 13 March, 2018**
                                                           14:00 PM - 14:30 PM
                                                           (Room 501, Level 5)

TRANSLANGUAGING IN THE CLASSROOM: SCOPE FOR BAKHTINIAN DIALOGISM

Rohini Nag, Jawaharlal Nehru University, India

Identifying translanguaging (Garcia, 2009) as a natural practice of communication in a multilingual setting, this topic journeys back to the roots of 'translanguaging' in the scope for Bakhtinian dialogism (Bakhtin, 1981). In the event of translanguaging practices in multilingual education (often using L1), teachers engage in dialogical turn-taking and produce a linguistic embeddedness in the classroom - in which participation, active interaction and independent learning are emphasised. This topic discusses the role of dialogism and perspective-taking in a multilingual classroom facilitated by teachers - who are in-turn translanguaging without much formalization of the practice. This study undertakes a mixed methods approach- drawing from teacher questionnaires and analysis of language(s) used in the home and school focusing on the underlying practices of translanguaging vis-a-vis dialogism. Inferences are drawn from sociolinguistic study in such multilingual setting in India where translanguaging is at natural occurrence. Lastly, this topic struggles to understand the use of translanguaging as a dynamic tool that has potential for intelligible coherency (syntactic and semantic), critical thinking, linguistic creativity, conviviality and empathy among peers- to garner a holistic approach in language pedagogy.

PARALLEL SPEAKER 62   **Tuesday, 13 March, 2018**
                                                           14:00 PM - 14:30 PM
                                                           (Room 502, Level 5)

DIFFERENTIATING INSTRUCTION USING CURRICULUM PLAYLISTS

Lokhuang Tan, Raffles Institution, Singapore

This presentation aims to share the experience of using curriculum playlists or learning menus to support the acquisition of English language skills. To address the disparate learning capacity of a class of secondary school students in a local school where their language skills are at different levels of competencies, the study explores using a curriculum playlist to provide a mechanism through which the learning objectives of a curriculum can be mapped to specific learning activities, appropriately supported by resources such as

articles, worksheets, videos and assessments. This is unlike a typical curriculum unit where it is the teacher who would design the lessons, including curating learning resources, and setting assignments, whether formative or summative. Since the students are armed with a playlist which is very much like a roadmap, the responsibility for executing the learning now shifts to them. The approach is informed by differentiated instruction (Tomlinson, 2000) and the affordances of technology are harnessed to support the learning experiences. Qualitative analysis of the data suggests that most students found the approach more beneficial such as raising their individual queries with the teacher as they work through a learning menu which can be further differentiated by content, tasks or activities.

PARALLEL SPEAKER 63 **Tuesday, 13 March, 2018**
14:00 PM - 14:30 PM
(Room 503, Level 5)

TRANSITIONING TO ELF-INSPIRED CURRICULUM AND PEDAGOGY: STUDENTS' EVOLVING PERCEPTIONS OF ENGLISH

Laura Kusaka, Aichi University, Japan
Daniel Devolin, Aichi University, Japan
Simon Sanada, Aichi University, Japan

Japan has set 2020 as a year of national rebirth, coinciding with the Tokyo Olympics. Instrumental to this goal are education reforms aiming to produce students who are more internationally curious and communicatively competent, and who have acquired critical thinking skills enabling them to consider and discuss a range of contemporary issues. In this talk, the speakers will describe the organic development over seven years of an English program in a local Japanese private university, in which issues raised in English as a lingua franca (ELF) research have gradually emerged. These include the pluralities and hierarchies of English, learner/user identities, and native speaker/nonnative speaker teacher status. Data collected through questionnaires and interviews with both students and teachers will be presented as multilayered narratives that describe both their alignment with and resistance to current discourses imbued with native-speakerism. This research aims to contribute to the understanding of multiple factors related to the acquisition of foreign language in Japan, including student motivation, native-speakerism, ELF, curriculum reform, administrative and instructive inertia, and the challenges faced by many students in Japan in acquiring basic English skills.

PARALLEL SPEAKER 64 **Tuesday, 13 March, 2018**
14:00 - 14:30
(Room 504, Level 5)

ACTIVE INVOLVEMENT IN A PRE-SERVICE ENGLISH LANGUAGE TEACHERS' OVERSEAS PRACTICUM EXPERIENCE

Benjamin Luke Moorhouse, The University of Hong Kong, Hong Kong

Teaching abroad has been shown to have a positive impact on pre-service teachers' personal and professional development. Because of this, universities around the world are increasingly providing students with the opportunity to conduct teaching practicums abroad. My university's teacher education programmes have recently gone through reforms to ensure our graduates are better prepared for their role in the local and international community. As part of these reforms, a variety of international experiential learning projects have been developed. Different from other overseas practicum experiences, these include experiential learning elements. Students are expected to explore the local contexts, identify needs, implement solutions and reflect on their solutions within the communities they work. This paper introduces an experiential learning project in a pre-service undergraduate teacher education programme at my university in which ten pre-service English language teachers and myself, their teacher educator, participated in a two-week overseas teaching experience in a primary school in Ningbo, China. I report on my experience as a novice teacher educator and the benefit I found in taking an active role in this project.

PARALLEL SPEAKER 65 **Tuesday, 13 March, 2018**
14:00 - 14:30
(Room 506, Level 5)

THE USE OF SELF-REGULATED STRATEGY DEVELOPMENT INSTRUCTION WITH STRUGGLING PRIMARY SCHOOL WRITERS

Rachel Lee, Fuhua Primary School, Singapore
Foo YingTing, Fuhua Primary School, Singapore

Struggling writers experience difficulty developing plans and staying focused on topic as they write. This paper reports on the use of self-regulated strategy development (SRSD) instruction to improve low-progress students' (n=62) writing of narrative text over one year in one Singapore primary school. Supported by the theory of socio-constructivism and the principles of self-regulated learning, it aims to enhance students' fluency in writing through six explicit cognitive strategies. For effective implementation of SRSD teaching practices, a practice-based professional learning group involving four teachers was formed. The group collaboratively planned and reviewed SRSD lessons. Data for the paper is based on the students' composition scores collected in the pre-intervention, intervention and post-intervention stages of the study. Findings indicated that there was a significant improvement in the students' composition scores throughout the five cycles of the intervention. The paper will also report on the students' writing outcomes in the post-intervention assessment. It concludes that not only does SRSD instruction provide scaffolds and guidelines in writing specific rhetorical features, it also helps students exercise more agency in developing ideas. However, for sustainable results to occur, there needs to be school-wide support given to teachers to develop their understanding and skills of using SRSD.

PARALLEL SPEAKER 66　　　　　　　　　　**Tuesday, 13 March, 2018**
14:00 - 14:30
(Room 507, Level 5)

DESIGN CREATIVE ACTIVITIES IN TEACHING "ENGLISH FOR ECONOMICS"

Dinh Thi Mai Anh, Vinh University, Vietnam

"ENGLISH FOR ECONOMICS" is an optional subject in the curriculum of English linguistics at Vinh University, Vietnam. Its central aim is to provide basic knowledge about economics and enrich students' vocabulary resource in this field, which facilitates their process of reading, researching and translating economic documents or materials. With the aim to enhance learners' interests and motivation, creative activities are designed as follows. The first activity called "Creative CV competition" provides students with the opportunity to showcase their skills through unique and imaginative CVs. What's more, "Startup Competition" is also held to look for the most disruptive Startups from young and potential candidates. The purposes of these two activities are to boost learners' creativity, increase their learning interests, encourage them to apply theoretical knowledge to practice, and prepare for their future. This paper will describe in detail how teachers can organize these competitions during a semester and assessment forms are also suggested.

PARALLEL SPEAKER 67　　　　　　　　　　**Tuesday, 13 March, 2018**
14:00 PM - 14:30 PM
(Room 508, Level 5)

"TALK FOR WRITING" FOR ENGLISH LANGUAGE LEARNERS

Jessica Mascaro, EtonHouse International School, Singapore

"Talk for Writing" is an approach that aims to develop literacy skills in children from early years to secondary using an approach rich in interactions and oral language. While many primary schools employ this method in their homeroom classrooms, can it be incorporated into English language learning classrooms as well? This presentation aims to answer, "yes!" as well as provide strategies and examples of how it can be done. The presenters will begin with a brief introduction to the "Talk for Writing" approach as put forth by Corbett and Strong (2011). They will then move on to giving examples of how this approach can be used with English language learners in order to develop their oral and written communication skills. Next, they will show authentic examples of what this actually looks like in the classroom and the results that are achieved, focusing on a range of primary years. Finally, the session will end with questions and perhaps a brainstorming session to elicit further ideas of how this method can be used to best suit English language learners.

PARALLEL SPEAKER 68　　　　　　　　　　**Tuesday, 13 March, 2018**
14:00 PM - 14:30 PM
(Room 601, Level 6)

SURFACING FORMATIVE SELF- ASSESSMENT THROUGH DOODLING

Geraldine Siagto-Waka, Saint Louis University, Philippines

Formative assessment 'emphasises the importance of actively engaging students in their own learning processes' (Looney, 2011:5). This qualitative study aims to determine the potential of doodle as a tool in obtaining formative self-assessment at the heart of learning concepts. It treated 122 doodles of students from one of the premier universities in the Philippines. It further employed phenomenological reduction in the analyses of the data. Findings reveal that doodling is a powerful tool in eliciting various formative self-assessment. Furthermore, findings indicate relieving, recasting, retracting, rebuffing, and retiring themes. The feedback doodled by the students helped the teacher determine things that need to be addressed in the next public speaking tasks.

PARALLEL SPEAKER 69   **Tuesday, 13 March, 2018**
14:00 PM - 14:30 PM
(Room 602, Level 6)

REVISITING PLAGIARISM: DO WE REALLY KNOW WHAT WE MEAN?

Izumi Watanabe-Kim, International Christian University, Japan

Though there seems to be an agreement on the importance of providing effective instructions to prevent plagiarism in the digital age, very little has been reported on the actual teaching practice. One of the reasons may be relating to the vague and wide-ranging concept of plagiarism, which could include anything from an ethical misconduct to a violation of citation rules. For Asian L2 learners of English, an additional challenge may be imposed upon learning how to incorporate sources due to differences in culture and orientation to learning (Barker, 1997; Currie, 1998). This workshop allows participants to experience "consciousness-raising" (Barks & Watts 2001) activities to clarify their understanding of plagiarism. It provides instructional tips on developing students' ability to incorporate sources in academic writing. A particular emphasis is put on understanding why Asian L2 learners often resort to "patch-writing" (Howard 1995), and how to transition from such practice to synthesizing and reformulating ideas to express them in their own words. It also addresses the use of online tools such as RefWorks and Grammarly.

PARALLEL SPEAKER 70   **Tuesday, 13 March, 2018**
14:00 PM - 14:30 PM
(Room 603, Level 6)

MULTIMODAL TEXT ASSESSMENT IN THE ENGLISH LANGUAGE CURRICULUM

Alexius Chia, National Institute of Education, Nanyang Technological University, Singapore

The introduction of multiliteracies, alongside the use of multimodal texts, in English Language curricula across the globe has become a requirement rather than a choice. With advancing technology and the proliferation of texts in a variety of modes, teaching and learning opportunities have widened significantly. Hull and Nelson (2005) opined that the main problem is that schools and universities are still 'staunchly logocentric, book centered, and essay driven' (p.225). More than a decade after this assertion, new forms of literacies appear to have made some inroads into teaching and learning. However, the inclusion of multimodal text analyses in school-based assessment is at best still piecemeal i.e., English teachers appear to be unequipped with the necessary skills and knowledge to infuse this new form of assessment. This paper proposes the alignment of a re-conceptualised English Language curriculum that incorporates the teaching and learning of visuals and technology and the assessment of multimodal texts.

PARALLEL SPEAKER 71   **Tuesday, 13 March, 2018**
14:00 PM - 14:30 PM
(Room 604, Level 6)

ANALYSIS OF PARAGRAPH WRITING TASKS IN JAPANESE HIGH SCHOOL AND COLLEGE TEXTBOOKS

Hiroyo Nakagawa, Kansai Gaidai College, Japan

The purpose of this study is to analyze the features of paragraph writing tasks in six Japanese senior high school English textbooks, and six English as a second/foreign language (ESL/ EFL) college English writing textbooks. The textbooks were initially examined to see whether paragraph writing tasks were included in each textbook. The tasks were analyzed with respect to the types of process writing skills, connectors, their

cooperative aspects, and features such as topics and discourse patterns. It was found that both sets of textbooks included paragraph writing tasks; however, while Japanese senior high school textbooks focused on grammar, those in college writing textbooks varied from teaching grammar at the sentence level to writing multiple paragraph academic essays. The study suggests that it is crucial for Japanese college teachers to design specific approaches for underprepared students in writing programs to assist them in paragraph writing in order to bridge the gap between high school and college writing tasks.

PARALLEL SPEAKER 72   **Tuesday, 13 March, 2018**
14:00 PM - 14:30 PM
(Room 605, Level 6)

BREAKING THE MOLD OF THE TRADITIONAL CLASSROOM TO FACILITATE SOCIAL CONSTRUCTIVISM

Joji, Cedar Girls Secondary School, Singapore
Lai Wah Peh, Deyi Secondary School, Singapore
Sophia Sim, Cedar Girls Secondary School, Singapore

Social constructivism is central to the 21st century classroom, where students are envisioned as collaborators and active co-constructors of knowledge. Unfortunately, since classrooms are still stuck in the traditional teacher-fronted layout, students are not in 'ready mode' for discussion. The Whiteboard Project aims to break the mindset of teacher-fronted learning by leveraging on the physical classroom environment when conducting collaborative activities. Whiteboards were installed at the rear of the classroom, providing additional space for writing so that all students are able to document classroom discussions in real time. This deprivitisation of documentation is one way of 'making thinking visible', allowing teachers to monitor the thinking of multiple groups simultaneously. Additionally, when students work at the whiteboards, they are literally thinking on their feet, promoting greater student engagement. In many cases, Whiteboard Project lessons were accompanied by a cluster seating arrangement to facilitate quick discussion. An initial review of the project indicates that students find the arrangement useful for various activities such as brainstorming, short writing practices and reading comprehension. Teachers also find it easier to conduct rapid formative assessment, and to draw comparisons and synthesise learning points across all groups.

PARALLEL SPEAKER 73   **Tuesday, 13 March, 2018**
14:40 PM - 15:10 PM
(Tanglin Room 1, Level 1)

CONSTRUCTING VOICE IN RESEARCH ARTICLES OF COMPUTER SCIENCE AND SECOND LANGUAGE WRITING

Weiyu Zhang, Shenzhen Open University, China
Yin Ling Cheung, Nanyang Technological University, Singapore

Our study examines voice in writing by investigating 204 peer-reviewed articles by writers from the disciplines of computer science and second language writing. Drawing on APPRAISAL framework, our study investigates how writers use the ENGAGEMENT resources to position themselves for propositions being referenced in their writing. One-way ANOVA was performed to determine whether there were any differences between the uses of each resource. We have two research questions: (1) Is there any common pattern in the realization of voice through ENGAGEMENT resources in the three corpuses (i.e., SLW–qualitative, SLW–quantitative, and CS)? If so, how? (2) Is there any difference in the realization of voice through ENGAGEMENT resources among the three corpuses? Results show that CS writers use ATTRIBUTE+DENY/COUNTER resources to introduce related literature and identify the research gaps. Further difference between SLW and CS disciplines lies in the use of ENDORSE, CONCUR and PRONOUCE resources, with CS writers making significantly less use of these resources than the SLW writers. Our study contributes to the knowledge of voice in writing and provides a practical reference to novice SLW and CS writers, who wish to publish their work in international journals to negotiate their position as members of the discipline.

PARALLEL SPEAKER 74   **Tuesday, 13 March, 2018**
14:40 PM - 15:10 PM
(Tanglin Room 2, Level 1)

ACTION RESEARCH ON A COLLEGIAL MODEL OF PEER OBSERVATIONS

Burcu Tezcan-Unal, Zayed University, United Arab Emirates

Observing peers for professional development is a familiar and valuable practice but not always favoured in many educational institutions. This small-scale action research (AR) was conducted in an institution where teachers are accustomed to regular peer observation, requiring each teacher to conduct peer observation and to reflect in their teachers' portfolios. Conventionally, each teacher finds a colleague to observe to fulfil the requirement either with or mostly without a certain focus. This study, however, employed action research methodology to inquire into a collegial peer observation model to improve this organisational practise. It aimed to promote mutual growth of the participating faculty members in an agreed area. Including the author, five faculty members, who are midcareer and experienced English-language teachers, acted as members of the consultation group (McNiff and Whitehead 2005). In the AR project, appreciative inquiry was used when reflecting on the observed classes and during focus group interviews. As a result of this AR, at least two levels of knowledge were generated: first-person (author) and second-person (the team). The knowledge claim that this practitioner research constructed is 'When small groups of teachers conduct peer observations focusing on a common concern, learning and collegial growth may increase'.

PARALLEL SPEAKER 75   **Tuesday, 13 March, 2018**
                                                           14:40 PM - 15:10 PM
                                                           (Room 501, Level 5)

DEVELOPING AN ENGLISH FOR ACADEMIC PURPOSES COURSE THROUGH UNDERSTANDING STUDENTS' ENGLISH LEARNING

Natalie Fong, The University of Hong Kong, Hong Kong

The presentation will discuss year-one undergraduate students' diverse learning backgrounds in secondary school and how they may impact their English learning at university. It will also investigate students' experience in an English for Academic Purposes (EAP) course at the University of Hong Kong and their reflection on how the course helps them overcome the challenges in their adaptation to university studies. The research data revealed a clear gap between their writing skills learnt in secondary school and those required in university studies. Key learning aspects such as critical evaluation of ideas, synthesis of information from academic sources, concepts of citation and referencing and use of hedging devices seemed to be missing in their pre-university experiences and need strengthening in the EAP course. This research contributes to understanding English learners' experiences in the transition from senior secondary English curriculum to university studies. The major pedagogical implication of this study is to provide useful data for English course developers in both secondary schools and universities to inform planning and development of curriculum for students with diverse needs. The research findings have great potential for being transferred to other Asian territories to benefit learners in our internationalized classrooms.

PARALLEL SPEAKER 76   **Tuesday, 13 March, 2018**
                                                           14:40 PM - 15:10 PM
                                                           (Room 502, Level 5)

TEACHING WRITING VIA DIGITAL STORYTELLING AMONG PRE-SERVICE ENGLISH TEACHERS

Ma Leonora, Cavite State University Naic, Philippines

This descriptive research aims to teach writing via digital storytelling among pre-service English teachers. It sought answers to the following questions: How may their writing be described before engaging in digital storytelling? How may their writing be described after engaging in digital storytelling? What are the benefits of digital storytelling? and What are the challenges in digital storytelling? Eight pre-service English teachers participated in the study through purposive sampling. Diary prompts and a rubric for narrative essay were used as instruments. These instruments were content validated by language experts. To obtain data, the researcher first asked the students to write a personal narrative essay. The ratings served as baseline data of the study. Then, the researcher taught writing through digital storytelling to two classes: the pilot and the actual. After the instruction, students wrote their second personal narrative essay. Findings revealed that digital storytelling can be a potential learning tool in enhancing writing skills. It was also found out that digital storytelling can be taught to others by trained teachers. However, there were few challenges in digital storytelling that were identified including lack of technological tools.

PARALLEL SPEAKER 77   **Tuesday, 13 March, 2018**

USING TECHNOLOGY FOR LAW STUDENTS: PROPOSING INTERNET-BASED ENGLISH MATERIAL DEVELOPMENT

Yasmin Farani, Univesity of Merdeka Malang, Indonesia
Maria Dwi Winarni, SMAK Santo Albertus Malang, Indonesia

This study applies R&D research which is intended to develop materials for teaching English subject called Bahasa Inggris Hukum. It is a 2-credit-subject which is taught for one semester (equals to 16 meetings) to the first semester students at the Law Faculty of University of Merdeka Malang, East Java, Indonesia. The main objective of the study is to propose the use of the Internet; through website (selected articles from www.care2.com) and YouTube (selected videos from Law and Order TV series), to develop those teaching materials. To do so, the researchers adapt the framework of Kathleen Graves (1996) and they act as the primary instruments and use preliminary interview and questionnaire as the secondary instruments. The framework consists of components of course development processes, that cover needs analysis, determining goals and objectives, selecting and developing materials and activities, and so on. The products of the research will be in the form of student's worksheets given to the students as handouts.

PARALLEL SPEAKER 78   **Tuesday, 13 March, 2018**
                                                    14:40 PM - 15:10 PM
                                                    (Room 504, Level 5)

IMPROVING LOWER SECONDARY STUDENTS' COMPREHENSION OF NARRATIVE TEXTS THROUGH CRITICAL READING

Dorothy Chua, Catholic Junior College, Singapore

Critical reading enables students to recognise that no text is neutral and question what is taken-for-granted (Janks, Dixon, Ferreira, Granville & Newfield, 2014; Teo, 2014). Presently, people are deluged with information, not all of which is true and relevant. Critical reading is all the more needed to prevent people from unquestioningly accepting the material from different forms of media (Lewis-Spector, 2016; Teo, 2014). However, there are few studies on teaching critical reading to lower secondary school students, particularly those less proficient in English. Furthermore, these studies do not focus on narrative texts--the main text-type students are exposed to from primary school (Ohlson, Monroe-Ossi & Parris, 2015). Using a mixed-methods research design, I conducted a study (Chua, 2017) of 21 lower secondary students in Singapore who are less proficient in English in two areas of critical reading: 1) whether teaching students critical reading strategies will improve their comprehension of narrative texts and 2) the effects of the teaching on the ways they read narrative texts. The presentation at the conference seeks to share 1) the critical reading strategy of identifying evaluative words and phrases in a narrative text (grounded in Systemic Functional Linguistics) and 2) some findings and pedagogical implications.

PARALLEL SPEAKER 79   **Tuesday, 13 March, 2018**
                                                    14:40 PM - 15:10 PM
                                                    (Room 506, Level 5)

THE VALUE OF A GROWTH MINDSET ON SELF-STUDY IN THE ESL CLASSROOM

Damaris Carlisle, Lasalle College of the Arts, Singapore

This action research was conducted in a small private art college in South East Asia with a group of thirty-three ESL learners. Participants were predominantly from Mainland China studying English on a pre-sessional course before entering arts based Diplomas or Bachelor Degrees. The study aimed to explore whether learning theories of intelligence could alter learners' attitudes towards self-study measured through mindset assessment profiles (MAP), self-study surveys and interviews. The framework for the project was based on research by Blackwell et.al. (2007), and Paunesku et al. (2015) that explored implicit theories of intelligence to predict and influence the achievement of school aged learners. A mixed method procedure was used for data collection and a concurrent triangulation strategy employed for cross-validation and corroboration within the study. It was predicted that findings would show an overall move towards a growth mindset, resulting in an increase in self-study habits. The findings were promising in that many participants showed a positive shift towards a growth mindset as well as completing more hours of self-study. The paper

considers the implications of these findings on students' development as learners where resilience is needed to navigate the ever-changing world.

PARALLEL SPEAKER 80   **Tuesday, 13 March, 2018**
                                                                14:40 PM - 15:10 PM
                                                                (Room 507, Level 5)

EFFECTS OF DIFFERENT MODES OF PEER FEEDBACK ON THE WRITING EFFICACY OF EFL COLLEGE STUDENTS

En Chong Liaw, Chung Yuan Christian University, Taiwan

Rubrics have been the most frequently adopted tools of peer feedback. However, limited research had examined its effect on writing efficacy in the context of foreign language writing. Moreover, scarce information had discussed the association between peer feedback and writing efficacy under various feedback modes. To address this knowledge gap, the current study investigated changes of writing efficacy, revisions in later version and students' perception after receiving different modes of peer feedback, naming rubric and letter form. Seventy-three non-English-major university students in Taiwan participated in this study. The results suggested positive effect of detailed letter feedback in all areas of investigation. The detailed feedback helped develop higher level of writing efficacy and writing skills. More importantly, the interaction and confidence in writing shared among students from the detailed feedback group were not observed in the group of rubric peer feedback. This study challenged the effectiveness of rubric method in developing writing efficacy and highlighted the importance of interaction between and the active involvement of students when providing feedback. Further study should address issues on whether different writing tasks are similarly influenced by different modes of peer review.

PARALLEL SPEAKER 81   **Tuesday, 13 March, 2018**
                                                                14:40 PM - 15:10 PM
                                                                (Room 508, Level 5)

EVALUATION OF PREFERENCE-BASED TEACHING APPROACH FOR CHILDREN WITH DYSLEXIA AND CHALLENGING BEHAVIOURS

Sharyfah Nur Fitriya, Dyslexia Association of Singapore, Singapore

Research studies have mainly focused on helping students' diagnosed with dyslexia through educational remediation rather than increasing on-task behaviour and attentiveness in the classroom. In Dyslexia Association of Singapore (DAS), students' diagnosed with dyslexia tend to get disengaged in the classroom setting. This small-scale qualitative case study used a non-concurrent multiple baseline design across three participants and was conducted at DAS between August 2016 to March 2017. Its goal was to examine the effectiveness of preference-based teaching approach which involves identifying student preferences within the classroom setting and designing teaching programmes for each student in consideration of these preferences. An evaluation of the preference-based teaching approach was done through video observations of 12 teaching sessions for each student and questionnaires.The video recorded sessions were analysed by the researcher and the Inter-observer agreement (IOA).Analysis revealed that participants enjoyed the sessions and found preference-based approach fulfilling and all three students' performed 100% on-task behaviours and active engagement from sessions eight to 12. The study concluded that the preference-based teaching approach spurred on-task behaviour and attentiveness level. The findings of this study can be used to enhance teachers' classroom management with the aim of increasing students' on-task behaviour and active engagement.

PARALLEL SPEAKER 82   **Tuesday, 13 March, 2018**
                                                                14:40 PM - 15:10 PM
                                                                (Room 601, Level 6)

CONNECTING LEARNER AND INSTITUTIONAL NEEDS ON AN ONLINE ACADEMIC STUDY SKILLS COURSE

Aysen Gilroy, Zayed University, United Arab Emirates
Liane Sandrey, Zayed University, United Arab Emirates

Recently Zayed University (ZU) in the UAE has taken on the responsibility of providing online courses to students graduating from a dual language school system with the overall aim of preparing them for undergraduate studies in an English medium instruction higher-education institution. As part of this brief, the Academic Bridge Program has created a number of online courses one of which is Academic Study Skills for University. This course specifically aims to develop academic skills that are necessary to make the transition from high school to university successful. In this presentation, the speakers will: (i) talk about the UAE and ZU context (ii) explain the principles upon which they based their online course (iii) introduce the different units covered in this course and explain how this content was selected (iv) highlight one of the units, namely the Critical Thinking Skills to demonstrate how the learners needs combined with the institutional needs informed the content of the course.

PARALLEL SPEAKER 83　　　　　　　　　　　　　　　　　**Tuesday, 13 March, 2018**
14:40 PM - 15:10 PM
(Room 602, Level 6)

CONSTRUCTING A COLLABORATIVE LEARNING SUPPORT SYSTEM FOR JAPANESE EFL DYSLEXIC LEARNERS

Akari HIRANO, University of Tsukuba, Japan
Yuichi Ono, University of Tsukuba, Japan

Due to rapid forces of globalization, it looks certain that the future of language education must be more dynamic and communicative. Current mainstream of EFL teaching in Japan places more focus on "collaboration" including improvement of four integrated skills. However, this is a real challenge of many learners who have problems in participating in collaborative learning in the classroom under the theme of "inclusiveness" education. While there are studies on the use of assistive technology for learners with visual and hearing impairments, there are few or almost no studies on learners with developmental dyslexia (DD), which involves difficulty in reading and writing fluently and accurately. The traditional approach to support learners with DD is limited to individual instructions to acquire characters. However, few studies are relevant to Japanese EFL classes. When doing multiple tasks in collaborative learning in the classrooms, DD learners cannot complete the task for collaborative learning if they stumble due to reading and writing problems. This study analyzes Japanese DD learners' needs and issues in collaborative learning in an EFL classroom. On the basis of these observations, I would like to propose a collaborative-learning support system and consider a possible course design involving the proposed system.

PARALLEL SPEAKER 84　　　　　　　　　　　　　　　　　**Tuesday, 13 March, 2018**
14:40 PM - 15:10 PM
(Room 603, Level 6)

INTERACTION: STANCE AND ENGAGEMENT IN THE ARGUMENTATIVE ESSAYS OF COLLEGE STUDENTS

Cynthia Correo, Ateneo de Naga University, Philippines
Ingrid Uba, De la Salle University, Philippines

The study investigated the college students' style in writing the argumentative essay using Ken Hyland's (2005) Academic Interaction model, with its two types: Stance and Engagement. Based on a sample of 30 essays, the quantitative findings revealed that hedges gained the highest occurrence among the subtypes of stance markers, followed by attitude markers and by boosters. Predictably, there was no occurrence of self-mentions since most college students remain unpublished at this level. As regards engagement, reader pronouns ranked at the topmost, followed by questions, personal aside, physical acts, and cognitive acts in descending order. No occurrence of directives was noted. Qualitative analysis traced how these linguistic markers were operant in the students' argumentative discourses. A teaching implication revolves around the appropriateness of the verbal resources for marking meanings through interactions between the writers and readers in terms of the match between the linguistic markers (LM) and the actual status of the knowledge, as well as the match between LM and reader expectations. An investigation of the interactions particularly the stance and engagement employed in argumentative essays will help address students' writing needs through relevant curriculum designs and effective delivery of instruction in an academic writing class.

BRAIN-BASED LEARNING IN SECOND LANGUAGE ACQUISITION

Manpreet Kaur, University of Fiji, Fiji

Humans obtain or build up their own software in order to harness and construct meaning out of the learning process. Learning by the brain is about making connections within the brain. Thus, brain-based learning theory centres on using research about how the brain functions and the ways the facilitators can utilize this knowledge to assist learners learn English swiftly and competently. As the brain science progresses in comprehending how a human brain functions, many educators are ascertaining from the neurosciences to enlighten second language acquisition methodologies. Consequently, 21st century necessitates the facilitator to utilize technological extension and myriad innovative pedagogies other than reliance on conventional methods of learning, as today's learners are digital natives. It is exigent for facilitators to incorporate innovative pedagogies in their teaching to better facilitate second language acquisition. The purpose of this paper is to investigate the significance of integrating brain-based learning in second language acquisition. It further aims to determine the effects of brain-based learning in second language acquisition. Additionally, it aims to propose brain-based methods that are best suited for second language acquisition and analyzing the different brain-based learning techniques in teaching English language in Fijian classrooms.

REFLECTIONS OF 21ST CENTURY TEACHERS' IDENTITIES

Amutha Raj, Punggol Secondary School, Singapore
Saha Mousumi, Westwood Secondary School, Singapore
Dayan Tan Ying Peng, Juying Secondary School, Singapore
Ananthi Chandramohan, Tampines Primary School, Singapore

Drawing insights from our involvement in the Australia-Singapore Bridge Project, the objective of this paper is to look at how the identities of 21st-century teachers have changed. There is a shift in the distinction of teacher competencies which looks beyond the lines of a native and non-native teacher identity. There is a need to connect the global classrooms and provide students with new learning experiences. There are new responsibilities, roles and competencies which mark the identities of a 21st Century teacher. There is a great emphasis to develop inter-cultural understanding through the use of the blended model of teacher professional learning, real-life digital capability and strengthen the English Language skills through the use of technologies to open their classrooms to the world. The role of the teacher has shifted from just transmitting information to operating in a global environment equipping students with a cultural understanding and values that prepare them for lifelong learning. This paper looks at teachers promoting inter-cultural understanding by designing global lessons and promoting self-directed and collaborative learning among students. This blurs the lines between the native and non-native teachers and presents teachers who are confident, adaptable, possess greater inter-cultural understanding, and are critical thinkers and global curriculum designers.

ELDERLY JAPANESE LEARNERS OF ENGLISH: FOCUSING ON THEIR MOTIVATION AND WELL-BEING

Emi Itoi, Bunkyo University, Japan

In the field of ESL and EFL, the concept of possible selves or future selves has been used to explore learners' motivation. However, this concept cannot be best applied in the cases of elderly learners who are well aware that their future time is limited. As contrasted with young learners who usually have clear short-term goals as language learners, many elderly learners learn English to fulfill their lives without concrete purposes. Although they enjoy learning English, they often, unfortunately, fail to realize their progress and claim that

they would never improve their English. This paper reports how elderly learners of English in Japan evaluated their experience of an English event in which they had performed songs and plays in English in front of the audience. The results of a questionnaire survey revealed that they could analyze their learning and developed learning motivation. The author introduces theories of time perspective, self-esteem, and well-being to discuss language learning and motivation of elderly learners.

PARALLEL SPEAKER 88
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Tuesday, 13 March, 2018
15:50 PM - 16:40 PM
(Tanglin Room 1, Level 1)
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GENDER REPRESENTATION IN EARLY READERS – ARE WOMEN AND MEN EQUAL?

Jackie Fung King Lee, Department of LML, The Education University of Hong Kong, Hong Kong

The Education Bureau (EDB) of Hong Kong has been promoting a reading culture in schools with the aim of enhancing students' language proficiency and learning capacity. To support schools to acquire diverse and appropriate reading materials, a recommended reading list is provided by EDB for schools to establish cross-curricular linkage so as to enrich students' experience of language learning through activities in contexts related to other Key Learning Areas (e.g. Mathematics, Technology Education). Given that early readers play an important role in the socialization of children's lives and their gender development, the aim of the present study is to examine how the two genders are constructed in the readers recommended by EDB for Key Stage 1 learners (Primary 1-3). Both the content and the language of the texts were examined to investigate how male and female characters are portrayed to show the experiential, relational and expressive values. The value of the study is that it will help heighten people's awareness of the power of book authors to position the two genders through content selection, language choices and visual images.

PARALLEL SPEAKER 89
<div align="right">

Tuesday, 13 March, 2018
15:50 PM - 16:40 PM
(Tanglin Room 2, Level 1)
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HEAR YOURSELF SPEAK

Sorrell Yue, Fukuoka University, Japan

After six years of compulsory English classes throughout their secondary education, Japanese learners are often able to comprehend complex reading assignments in English. Mastering the art of spoken communication at even an elementary level however, seems to cause great difficulties. The presenter noticed that most homework assignments for university communication classes in Japan entailed writing activities, and believed these were not contributing to noticeably improved oral English. This presentation will describe a homework activity that provides an opportunity for EFL students to use English for increasingly longer periods of time outside the classroom on a regular basis. The journey of this homework activity and its action research over the last ten years will be briefly outlined. The presenter will also explain how the advent of smartphones has made this task much easier to implement, with a further objective being to enable learners to become more involved in the assessment of their own oral skills. Finally, students' perceptions of the tasks will be discussed. This presentation will be of interest to instructors of oral skills classes at various levels and of any cultural background.

PARALLEL SPEAKER 90
<div align="right">

Tuesday, 13 March, 2018
15:50 PM - 16:40 PM
(Tanglin Room 2, Level 1)
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IMMERSION EDUCATION AND TRANSLANGUAGING: AN EXPLORATORY STUDY OF JAPANESE STUDENTS IN SINGAPORE

Junko Okabe, The Japanese School, Singapore
Masami Kimura, The Japanese School, Singapore

This study attempts to investigate the language history and background of Japanese secondary students studying at a Japanese school in Singapore. The objective of this study is to empirically examine the relevance of students' individual and social-related language background and affinity for the immersion (CLIL) education in predicting their English proficiency. Examples of individual factors include previous

overseas residency, home/social languages and willingness/anxiety to study in the immersion classes. A questionnaire survey and an English proficiency test were conducted and data from overseas Japanese school students residing in Singapore (n=330) were analysed through multivariate analysis and factor analysis. The difference between the mainstream Japanese curriculum learner and English immersion learner were also analysed. The results point to the importance of understanding the emerging cohort of Japanese students with multicultural and social backgrounds and their preference of translanguaging. Findings from the survey suggest the need of adjusted immersion curriculum and teaching methods in allowing students' translanguaging practices to lessen their anxiety.

PARALLEL SPEAKER 91 **Tuesday, 13 March, 2018**
15:50 PM - 16:40 PM
(Room 501, Level 5)

WATTPAD AND GRADE 11 ENGLISH: MAKING THE UNREACHABLE HANDY

Russel R Lomboy, Pangasinan State University, Philippines

Literacy in the 21st century enlarges the demands of the English classroom from fluency and accuracy in communicative language use to emphasis on life skills like contextualization, innovation and collaboration—all cultivated in a student-centered and inquiry-focused environment. The wattpad, where most Grade 11 Pangasinan students consume popular fiction, has been utilized for both content and reflective 21st century literacy and language use. Six classes of Grade 11 students (less than 300) at the Pangasinan State University in Lingayen inquired on some wattpad stories in English. Their scaffolded inquiry into some narrative elements and language features, specifically phrasal verbs and nominalization, equips them to appreciate and reshape a reading material. Their inquiry enables them to evaluate their encounter with wattpad fiction and summarize texts. The novelty of reading wattpad to evaluate and not merely to be entertained, and their new-found courage to "collaborate" in the shaping of a written text enhance their learning of English. Moreover, their slice of experience illustrates how younger millennials still make the effort to catch up with advances in technology. Furthermore, the non-native speakers of English become somewhat "authorized" to react and meddle with texts in English.

PARALLEL SPEAKER 92 **Tuesday, 13 March, 2018**
15:50 PM - 16:40 PM
(Room 501, Level 5)

UNDERGRADUATE STUDENTS' RECEPTION OF FEEDBACK ON THEIR WRITTEN COMPOSITIONS

Jocelyn Amor Navera, De La Salle University Manila, Philippines

This study concentrates on students' perception of feedback. Since prior research tends to be researcher-centered in terms of insights and realizations on feedback, this exploration aims to supplement that by revealing a different side. The following questions guide the research: 1. Which type of feedback do students believe would have more positive effects? 2. What difficulties do students encounter in understanding and applying feedback? The students were then presented with four feedback types (Diab, 2015). The results of the written self-reports and semi-structured interviews foreground the significance of clarity and detail in feedback reception and application. However, it cannot be generalized that students automatically correlate clarity with detail. Their responses show that detail is not the only way to clarify a feedback point; it also depends on the familiarity of the feedback type and their understanding of the conventions of written feedback. This shows incompatibilities between teacher awareness and student ability. This has negative implications because if not acknowledged, teachers will keep giving the same types of feedback that students do not know how to apply. Drills on feedback codes, teacher interviews, and more classroom testing are therefore recommended to avoid or reduce this incongruence.

PARALLEL SPEAKER 93 **Tuesday, 13 March, 2018**
15:50 PM - 16:40 PM
(Room 502, Level 5)

THE RELATIONSHIP BETWEEN DIGITAL-STORYTELLING AND FOREIGN LANGUAGE ANXIETY FOR JAPANESE EFL LEARNERS

Ayaka Morino, University of Tsukuba, Japan
Yuichi Ono, University of Tsukuba, Japan

Previous studies on Digital-Storytelling (DST) suggest that, since students can avoid speaking in public, it has an effect on reducing foreign language anxiety as well as improving speaking and writing skills. However, Morino (2017) showed that the nine-week DST project increased foreign language anxiety for both proficient and less proficient learners. The following interview showed some factors affecting foreign language anxiety. The most common factor was anxiety related to recording in English. This study examines the relationship between the task of recording in DST and foreign language anxiety. A pre- and post-test-designed mixed research was employed involving an experimental group (DST Group with Recording) and a control group (Face-to-Face Presentation Group, without Recording). In this experiment, the task of recording English speech on a familiar topic was introduced in order to mitigate the degree of anxiety and familiarize the task of recording. The result was that the experimental group significantly improved positive attitude of recording English at the post-test. Moreover, it was proved that there was a significant decrease of negative attitude toward recording English. In conclusion, recording English may have evoked students' anxiety. However, with the help of familiarizing tasks, students' anxiety or embarrassment toward recording English were alleviated.

PARALLEL SPEAKER 94   **Tuesday, 13 March, 2018**
15:50 PM - 16:40 PM
(Room 502, Level 5)

CASE STUDY ON LANGUAGE ANXIETY OF KOREAN ENGLISH STUDENT-TEACHERS IN THE PHILIPPINES

Aileen Bautista, De La Salle University, Philippines
Gina Ugalingan, De La Salle University, Philippines

Various studies on the different experiences of student-teachers who are non-native speakers of English emerged to strengthen teaching curriculum and empower these student-teachers to be equipped as they take the role of classroom teachers. Based on these studies, one of the issues experienced by non-native student-teachers is language anxiety. Horwitz (1996) explains that non-native language student-teachers who experience language anxiety may negatively affect their teaching performance. This case study aims to identify possible sources of language anxiety of seven (7) Korean student-teachers at the De La Salle University-Manila, Philippines during their 180-hour practicum teaching in government high schools. The participants of the case study are under the program of Bachelor of Secondary Education major in English. The study will utilize different instruments, namely, a questionnaire based on the Teacher Foreign Language Anxiety Scale (Horwitz, 1996), a weekly reflection, and an interview. The TFLAS questionnaire will allow the researchers to identify possible sources of language anxiety of the student-teachers. Second, the weekly reflection will provide in-depth analysis of possible language anxiety scenarios during their direct classroom teaching. Lastly, the interview at the end of their practicum will provide information on how possible language anxiety experiences affected their participants' performances.

PARALLEL SPEAKER 95   **Tuesday, 13 March, 2018**
15:50 PM - 16:40 PM
(Room 503, Level 5)

THE EFFECTS OF DRAMATIZATION ON THE ACQUISITION OF SAYING VERBS

Jane Lee, Woodgrove Primary School, Singapore
Dheelip Kumar, Woodgrove Primary School, Singapore

We observed through students' writing and verbal communication that the use of saying verbs tended to be mundane, or altogether incorrect. These verbs were repetitively overused and did not add life to the writing in terms of emotions and context. This could be because the students had a limited range of vocabulary related to saying verbs, and hence they did not understand the meaning and how to use it appropriately in the right context. A contributing factor might be in the delivery of saying verb lessons and how these were taught to the students. The traditional method of teaching vocabulary, basically through the introduction of the word and its meaning, had simply not proven to work. Therefore, we explored the teaching of saying verbs through dramatization in order to immerse the student in the learning of the verbs. Our objective was to clarify the meaning of various saying verbs through dramatization, by getting the students to act them out within scenarios, and to see if this would have an effect on the pupils' acquisition and application of the verbs. Our study showed that using dramatization did appear to help with the acquisition and application of saying verbs.

PARALLEL SPEAKER 96

WHAT CAN WE LEARN FROM ENGLISH E-TEXTBOOK IN KOREA?

Junko Matsuzaki Carreira, Tokyo Kezai University, Japan
Tomoko Shigyo, Tokyo Mirai University, Japan

In 2020, English education at the elementary school is to be a compulsory subject in the 5th and 6th grades and to be conducted as foreign language activities in the 3rd and 4th grades in Japan. The enforcement of English education at elementary schools in Japan seemed to start relatively late among other countries in Asia. In particular, Korea started English education at elementary school in 1997. Also, English digital textbooks have been developed and widely used in Korea earlier than in other Asian countries. Thus, this presentation compares digital materials attached to English textbooks in Korea and Japan and shows what we can learn from English e-textbooks for elementary school students in Korea. The results show (a) some of the same words were more repeatedly used in Korean digital textbooks than Japanese digital textbooks, (b) more basic words were used in Korean digital textbooks than that of the Japanese, and (c) the input in Korean digital textbooks is more contextualized and communicative, and they provide learners with input more systematically than that of the Japanese digital textbooks.

PARALLEL SPEAKER 97

SMALL-GROUP PEER FEEDBACK TRAINING AND STUDENTS' PEER FEEDBACK, WRITING ATTITUDE AND PERFORMANCE

Angelique T Pajuelas, Miriam College High School, Philippines
Romylyn Metila, University of the Philippines, Philippines

More than improving the students' writing revision, peer feedback-giving allows students to take an active role in their own learning to carry over to future writing. Without prior training, however, it may do more harm than good. This study analyzed the effect of such training on students' peer feedback quality, attitude towards writing, and writing performance. Based on the results, characteristics of an effective peer feedback training were also identified. Small-group Peer Feedback Training (SPFT), grounded on suggested activities in related literature, was found to improve students' provision of global feedback and resulted in improved confidence in peer feedback-giving and more critical response to peer feedback received. Furthermore, students had lower writing anxiety level, improved writing self-efficacy, higher essay scores, and enhanced self-assessment skills after the training. Such findings led to the conclusion that SPFT, albeit with points for further improvement, has the characteristics of an effective peer feedback training – systematic and explicit, productive, and affect-sensitive – that positively affected students' peer feedback, writing attitude and performance.

PARALLEL SPEAKER 98

ACTIVE LEARNING IN ENGLISH WRITING CLASSES: WRITTEN DEBATE ACTIVITY FOR JAPANESE STUDENTS

Noriko Iwamoto, Toyo University, Japan

In recent years, Japan's Ministry of Education has advocated a shift from traditional teacher-centered lectures, where students listen passively, to student-centered active learning, where students participate actively in cooperative, collaborative, and small-group learning to develop problem solving, critical thinking, and communication skills. To introduce active learning into my university English writing classes, I used the written debate activity. First, the students were divided into groups of three with two opposing groups (i.e., affirmative and negative) to debate a topic. Next, each group wrote three affirmative or negative constructive points and the reasons for or against the proposition. Then, they wrote refutations to their opponent's points and counterarguments for each refutation; finally, the other group members selected the winner. In traditional

writing classes, students often work individually and learn to translate Japanese sentences into English or write English paragraph essays, whereas during a written debate activity, students are actively engaged in group work through which: they exchange opinions by expressing their ideas in their writings and reading the opponent group's writings. Furthermore, they discuss and think critically to create better arguments to win the debate. The post-debate survey revealed that most students enjoyed this activity more than traditional writing classwork.

PARALLEL SPEAKER 99   **Tuesday, 13 March, 2018**
                                                15:50 PM - 16:40 PM
                                                (Room 506, Level 5)

CLIL AS A BRIDGE TO EMI: CHALLENGES AND OPPORTUNITIES

Kay Irie, Gakushuin University, Japan

What happens when high school students who have been studying English intensively for university entrance exams suddenly are required to study other subjects in university in the language? To activate vocabulary, to interpret texts, to develop and express their own opinions? Not easy. Yet, participating actively in the international community necessitates such abilities in their future career. Focusing on the case of the launch of a new social science program at one of Japan's most notoriously conservative private universities, this presentation considers some of the challenges faced in developing a curriculum that requires students to take social science courses in English (EMI = English as a medium of instruction). The language component of the curriculum also employs CLIL (Content and Language Integrated Learning) as a bridge from the first year EAP (English for Academic Purposes) courses to the social science lecture courses. To facilitate linguistic abilities and sustain students' engagement, the curriculum also focuses on developing learner autonomy through self-directed learning courses and an experience-abroad requirement. The presentation reports on the first two years of the new program and identifies some of the important lessons learned and their implications for other institutions considering to pursue such a path in the future.

PARALLEL SPEAKER 100   **Tuesday, 13 March, 2018**
                                                15:50 PM - 16:40 PM
                                                (Room 506, Level 5)

A CLIL-CENTERED APPROACH TO MEET ENGLISH POLICY GOALS IN JAPANESE HIGH SCHOOLS

Fumi Takegami, Ritsumeikan Keisho High School, Japan
Terry Laskowski, Kumamoto University, Japan

The study focused on using CLIL (Content and Language Integrated Learning) to help Japanese teachers of English (JTEs) meet the Ministry of Education's (MEXT) goals of further developing students' communicative abilities and introducing more English by stimulating students to integrate subject knowledge into language use. The new Course of Study policy mandating that Japanese secondary school teachers basically conduct classes in English has widened the growing gap between expectations of policy enactment formed at the top institutional level and implementation in practice in the classroom. The study is premised on the understanding that teacher development (TD) is effective when it is viewed as being context-dependent by considering the 'particular' needs of teachers in relation to their 'particular' situations. The research explores a series of lessons aimed at multi-skill development underpinned by a CLIL framework that was carried out in the classroom of one of the researchers, who is an experienced high school teacher, for purposes of TD at her school. Outcomes substantiated by documentation of the lessons, observations and student evaluations will be reported. Results show how a CLIL-guided approach can inform teacher development through concrete steps to help JTEs meet the above stated MEXT's policy goals.

PARALLEL SPEAKER 101   **Tuesday, 13 March, 2018**
                                                15:50 PM - 16:40 PM
                                                (Room 507, Level 5)

CASE STUDY RESEARCH IN STUDY ABROAD NARRATIVES USING THE TRAJECTORY EQUIFINALITY APPROACH

Kenichi Yamakawa, Yasuda Women University, Japan

Research findings demonstrate that a study abroad experience has a significant impact on learners' target language proficiency and personal growth. On the other hand, more research will be required to gain a better understanding of the "process" of learners' internal changes during a study abroad program. The present study focuses on narratives of a Japanese learner of English who participated in a five-month study abroad program in the US and, further, explores her learning process. While studying abroad, she was required to regularly write a personal, digital report. After returning to Japan, she was given semi-structured interviews, and asked to reflect on her experience based on her own report. Her verbatim record was analyzed with the Trajectory Equifinality Approach (TEA) (Sato, 2009; Yasuda, Nameda, Fukuda, & Sato, 2015; Yasuda & Sato, 2012). The results showed that her learning process was characterized by an intricate interplay of her past life experiences, her character, her perceptions about her English proficiency, contingent events that occurred in her everyday lives, and the way she interpreted those events in terms of intercultural communication.

PARALLEL SPEAKER 102
Tuesday, 13 March, 2018
15:50 PM - 16:40 PM
(Room 507, Level 5)

THE APPROACHES OF EDUCATION FOR SUSTAINABLE DEVELOPMENT TO ENGLISH LANGUAGE TEACHING

Saisunee Oulis, Bansomdejchopraya Rajabhat University, Thailand

English learning skills have been regarded as substantial skills for EFL learners nowadays. Education for Sustainable Development (ESD) is a learning process or approach to teaching based on the ideas and principles that underlie sustainability and is concerned with all levels and types of learning to provide quality education and foster sustainable human development– learning to know, learning to be, learning to live together, learning to do and learning to transform oneself and society. Most ESD research in Thailand has put more emphasis on the national-level policies, and there is little research examining the implication of teaching ESD in the classroom. This study, therefore, focuses on the approaches to promoting and applying ESD into English Language Teaching (ELT). The ESD approaches in ELT discussed in this presentation are 1) awareness, 2) attitude towards Education for Sustainable Development, 3) achievement of English Learning skills, 4) self-assessed knowledge, and 5) behavior.

PARALLEL SPEAKER 103
Tuesday, 13 March, 2018
15:50 PM - 16:40 PM
(Room 508, Level 5)

DIVERSITY OF TESTS AND TEST SCORES OF JAPANESE LEARNERS OF ENGLISH

Miwa Morishita, Kobe Gakuin University, Japan
Yasunari Harada, Waseda University, Japan

Focus of English teaching and aspiration of learners in Japan have shifted in the past half century. In the latter half of 1940's and in 1950's, Japanese learners wished to communicate orally in English with occupying US military, for survival and for better lives. Later, students wanted to get good grades so that they could get into good colleges that promised secure jobs. In the 1970s and 1980's, the business sector sought to improve listening skills, and EIKEN and TOEIC gradually became a commercial success and the College Entrance Examination Center incorporated listening section in the tests from the 2000's. Then the business sector demanded that the Ministry of Education mandate four-skill English tests as part of college entrance examination procedures. College students today show great disparity between their knowledge of English and proficiency in real-time tasks. We administered Versant English Test, an automated test of spoken English, and Versant Writing Test, an automated test of written English, as well as Oxford Quick Placement Test, which measures vocabulary, collocation, and grammar through multiple choice reading tasks. The present study reports resulting test scores and estimated CEFR levels of the participants, and then discusses challenges that Japanese learners and teachers of English are trying to deal with.

PARALLEL SPEAKER 104
Tuesday, 13 March, 2018
15:50 PM - 16:40 PM
(Room 508, Level 5)

THE VALIDITY OF COMPLEXITY INDICES IN AUTOMATICALLY SCORING JAPANESE EFL LEARNERS' ESSAYS

Takeshi Kato, University of Tsukuba, Japan

A lot of studies have been conducted to investigate the relationship between the language features on the text and the writing scores over the past 40 years. The most frequently used language features are Complexity, Accuracy, and Fluency (CAF). There are some studies in the field of machine testing suggesting that the indexes relate to CAF, which can be collected automatically. However, theoretical divergence between the definitions of these constructs and the operationalized indicators has been pointed out. In particular, there is a trade-off relationship between observed variables of Complexity and those of Fluency. In this study, the researcher discusses the issues on observed variables collected by machines, which are related to Complexity and Fluency, and examines their construct validities. A total of approximately 200 Japanese university students participated in this study. In the current study, 54 indexes are employed for analysis as relevant to CAF, as well as the scores of the automatic writing feedback service Criterion®, and conducts exploratory factor analysis to verify the relationship between the index values and the underlying constructs. In conclusion, the present study points out that observed variables based on the operational definition of CAF do not show high correlation with writing ability.

PARALLEL SPEAKER 105   **Tuesday, 13 March, 2018**
                                                  15:50 PM - 16:40 PM
                                                  (Room 601, Level 6)

PROMOTING STUDENTS' CRITICAL THINKING IN A READING CLASSROOM

K R Vinitha Rani, Binus International School, Simprug, Indonesia

This study examined the application of Reading Strategy Instruction (RSI) in a reading class to promote the critical thinking skills of the second language learners. It aims to find out (1) the critical thinking elements in the questions formulated by the participants before the application of RSI, and (2) the critical thinking elements found in the (a) three selected questions, (b) answers, and (c) reflections written by the participants after the application of RSI. This study included sixteen grade 11 participants of Binus School Simprug. The participants underwent two stages: (1) Before the application of RSI: Based on the reading text given by the teacher, they formulated as many questions. (2) After the application of RSI: The students selected three questions, answered the three questions, and then wrote their reflections. The reading strategy instruction applied in this study was a modification of Rothstein & Santana's (2014) "Question Formulation Technique" and Alder's (2001) comprehension strategies in answering questions. The collected data were analyzed by using the modified critical thinking indicators proposed by Mason (1991) and Henri (1992). The results of the study revealed that applying RSI in the reading class was beneficial in promoting the participants' critical thinking skills.

PARALLEL SPEAKER 106   **Tuesday, 13 March, 2018**
                                                  15:50 PM - 16:40 PM
                                                  (Room 601, Level 6)

CHANGING TIMES: 21ST CENTURY ELEMENTARY SCHOOL ENGLISH EDUCATION IN JAPAN

Douglas Parkin, Yamaguchi Gakugei University, Japan

The purpose of this presentation is to illustrate the changing needs of English elementary school education in Japan, and to use the presenter's course as a reflective case study to see how those needs compare to his students' abilities as L2 learners and as future elementary school teachers. The presenter has been teaching a course for 8 years titled "Teaching English to Elementary School Students" and he will be using data collected from this course as a basis for the case study. It is the opinion of the presenter, that most elementary school teachers in Japan do not possess strong confidence and hence abilities in using the English language. It is true however, that regardless of their English levels, that they will be required starting from 2020 to teach the language to L2 learners in grade 5 and grade 6 as an official subject. The presenter will discuss the findings of his own classes regarding initial confidence and abilities in English, and how the course in study serves as a means to effectively improve both areas, as well as helps to prepare his student teachers to meet future educational needs.

PARALLEL SPEAKER 107   **Tuesday, 13 March, 2018**
                                                  15:50 PM - 16:40 PM
                                                  (Room 602, Level 6)

COMPUTER MEDIATED COMMUNICATION: AN EXPLORATORY STUDY IN USING SOCIAL MEDIA TO TEACH

P R Sujatha Priyadharsini, College of Engineering, India

Technology plays a significant role in language teaching today and it has become a very commonly used tool in schools and colleges all over the world. The difference is only in the level to which technology is being utilised for the teaching learning process. Depending on the availability of infrastructure, technology used in teaching learning process varies from simple tape recorder to ipads. Early technological aids supported a teacher centric class whereas the latter advanced technologies like ipad are more suitable for learner centred class. Today we have schools and colleges providing ipads or apps with their lessons uploaded in them. The role of technology in language learning has taken various forms, - a simple tool, tutor and as a medium to communicate. The various roles of technology, in turn have created a great impact on language teaching. This paper explores the effect of computer mediated language teaching on writing. Social media tools like blogging and whatsapp were used as a medium to tertiary level students to improve their writing skills. This experiment was conducted with first semester masters students of Media as part of their course work.

PARALLEL SPEAKER 108
Tuesday, 13 March, 2018
15:50 PM - 16:40 PM
(Room 602, Level 6)

TECHNOLOGY-MEDIATED LANGUAGE LEARNING: WHERE NO ONE GETS CONFUSED BY MY CHINESE ACCENT

Disa Evawani Lestari, President University, Indonesia

This paper presents a case study of three Chinese learners of English who just started their study for a bachelor degree in an English-speaking university in Indonesia. The study is based on Mediated Discourse Analysis, a research framework that uses multiple methods and sources of data in the study of social action, to explore how technology-mediated language practice becomes a tool for claims and imputations for learners' social identity. The data were collected from the everyday interaction of the participants, including the Schoology discussion boards, WhatsApp group chat rooms, video-recording of in situ action and interaction, and interviews. The study shows that online written interaction, prior to having spoken interaction with their Indonesian peers, may provide important opportunity for the Chinese students to establish their social identity as competent language users of English and to become a part of the new community by taking part in and contributing to the discussion, which then avoid them from being left behind in the next learning processes.

PARALLEL SPEAKER 109
Tuesday, 13 March, 2018
15:50 PM - 16:40 PM
(Room 603, Level 6)

SURVEY OF THE POPULAR SYNTACTICAL ERRORS IN ENGLISH WRITING BY ENGLISH MAJORS

Li Fengjie, Tianjin University of Finance and Economics, China

Any English learner may make mistakes or errors in English writing, especially in English as a second language. Based on the systematic writings for a term given by some university students in China, the author found there are plenty of errors or mistakes produced by the students in their English writing. The author of the paper focused on syntactical mistakes. With the help of the theory of error analysis, the author sorted out the errors or mistakes, explored the reasons why the errors or mistakes are made, to the effect that the teachers of English writing may realize the general situations for the students to master the relevant syntax and strategies of study. At the end of the paper, some corresponding measures have been put forward in order to minimize the error rate of syntax so that the students' study efficiency can be improved.

PARALLEL SPEAKER 110
Tuesday, 13 March, 2018
15:50 PM - 16:40 PM
(Room 603, Level 6)

THE INFLUENCE OF ASSESSMENT IN ENGLISH CLASSES ON JAPANESE LEARNERS' BELIEF

Saeko Toyoshima, Tsuru University, Japan

This paper discusses how assessment in English education at the secondary level influences Japanese learners of English in terms of their belief in English language and attitudes toward learning English. This study particularly focuses on a qualitative study of two types of skills, cognitive skills assessed by standardized tests and language skill tests, and non-cognitive skills that cannot be assessed by standardized tests, through applied history interviews focused on learning English. The informants were seventeen Japanese university students who had mainly learned English in Japan. All of the informants revealed that they had received assessments of only cognitive skills through paper-pencil or language skill tests, and their non-cognitive skills had never been assessed in their English classes. This result suggests that Japanese high school assessments could be affected by paper-pencil entrance examinations because high cognitive skills can lead to entry to the upper class of the "meritocracy." However, their belief in English appears to have been formed depending on when and how they started to learn English, and their attitudes toward learning English could follow their belief, which could cause their struggles against the the gap between their belief and the reality they face in education.

PARALLEL SPEAKER 111   **Tuesday, 13 March, 2018**
15:50 PM - 16:40 PM
(Room 604, Level 6)

TEACHER QUESTIONING TO SCAFFOLD UNIVERSITY STUDENTS' LEARNING

Milawati, Universitas Negeri Malang, Indonesia

Existing studies on classroom questioning tend to focus on exploring effective teacher's questioning in classroom learning and finding the relationship between questioning behavior and student outcomes, however, very little is known about the teacher's questioning strategies and the level of questions to scaffold students' learning. Thus, this qualitative case study explores the level of questions and questioning strategies which teacher used in advanced prose classes. A teacher and one advanced prose class were chosen as research subject. A triangulation, including the use of field notes and videotape recording, was used to collect the data. The analysis of resulting protocols highlighted that teacher employed questioning strategies ineffectively; insufficient time was given to answering complex level of questions; and the amount of question delivered somehow confused the students who did not fully understand. The study suggests that some changes need to occur in effective classroom questioning, including the need to give a stronger connection between the level of questions and the questioning strategies, which the teacher employed in the classroom.

PARALLEL SPEAKER 112   **Tuesday, 13 March, 2018**
15:50 PM - 16:40 PM
(Room 604, Level 6)

LEARNING LANGUAGE AND UNLEARNING (FOSSILIZED) INTERLANGUAGE IN BRAIN RESEARCH PERSPECTIVE

Swathi Vanniarajan, San Jose State University, United States

Language is a social phenomenon; yet, in the human brain it has a physical representation. How this physical representation comes into being is one of the currently researched areas in brain research. In this presentation, I will make an attempt to capture the formation of the physical representation of language as well as how this physical representation interfaces with human memory and limbic (emotional) systems to make language learning a neuro-socio-cognitive-affective activity. The presentation is divided into three parts. The first part will describe the current findings in brain research, especially the findings on neuro-plasticity (critical/sensitive period in language acquisition research), neural network formation processes, limbic systems and pruning or what I prefer to call "unlearning the anomalies." The second part will describe how interlanguage, both the process and the product, can be described and explained in terms of neural network formation processes. The cognitive factor of statistical probability with the amount of language exposure, the frequency of social interactions, and the variety of social settings are the major variables. The third and the concluding part will discuss the pedagogical implications of the model with a list of do's and don'ts for both teachers and learners.

PARALLEL SPEAKER 113   **Tuesday, 13 March, 2018**
15:50 PM - 16:40 PM
(Room 605, Level 6)

MOTIVATION AND THE THIRD LANGUAGE ACQUISITION

Paul Nagasaka, Rikkyo University, Japan

In Japan, third language acquisition is a very rare because the occasions of natural language learning opportunities are very limited. It is also very difficult to acquire even the second language adequately in this environment where resources and exposure to the target languages are limited in both quality and quantity. It is, naturally, very rare to find a successful third or additional language speaker (i.e. polyglot) in Japan. In a foreign language environment, languages are learned in classrooms first, then are to be put to use later. Thus, the process presents some unique characteristics as it is compared to other types of language acquisition, e.g. naturally occurring third language acquisition. This research utilizes in-depth, motivational interviews and questionnaires to successful third language learners in Japanese universities. This study describes what they do and what they do not. The study tried to portray an ideal third language learner. Cross-linguistic influence in third language acquisition is the center of interest. The study also investigates the role of previously acquired language(s) and the conditions that ensure success. Studying third language acquisition will also give a lot of feedback to the mainstream study of SLA.

PARALLEL SPEAKER 114   **Tuesday, 13 March, 2018**
                                                                    15:50 PM - 16:40 PM
                                                                      (Room 605, Level 6)

FOREIGN/SECOND LANGUAGE ANXIETY: COMPARISON BETWEEN BANGLADESHI UNDERGRADUATES FROM ENGLISH AND BANGLA-MEDIUM BACKGROUNDS

Nadia Tarique Haque, North South University, Bangladesh

Although the use of English has become ubiquitous in academic and professional contexts of Bangladesh, most of the students experience a mental-block whenever they have to speak in English; L2 researchers (Devi et al., 2008; Richmond & McCroskey, 1989) identified this condition as language anxiety and consider it responsible for impeding the development of communicative competence, hampering meaningful classroom interactions, and delaying acquisition, retention and production of language. This study examined Bangladeshi undergraduates (n=80) from English and Bangla-medium backgrounds for measuring and understanding the level and type of anxiety experienced, and the specific classroom instances that were anxiety-provoking for the students. Adapted versions of Horwitz et al. (1986) and Williams and Andrade's (2008) questionnaires, and Horwitz et al., (1986), Tanveer (2007), and William and Andrade's (2008) conceptual frameworks were used for data collection and analysis, respectively. From results, it appears that the respondents had moderate to slightly-high anxiety levels, but the Bangla-medium students were significantly more apprehensive about speaking in English, with or without preparation, in front of others; fear of negative evaluation and communication apprehension were the two major performance anxieties. Lastly, anxiety was most often associated with the processing and the output stages of the language learning process.

CONVERSATIONS WITH INVITED SPEAKERS

There are no Abstracts for Conversation with invited Speakers
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Tuesday, 13 March, 2018
16:50 PM - 17:30 PM
</div>

C1 – Assessment of and for Learning   **(Tanglin Rooms 1 & 2)**

Victoria Clark & Johanna Motteram

C2 – Teaching and Learning of English in Multilingual Contexts   **(Rooms 503 & 504)**

Kurt Kohn & Ann Mayeda

C3 – Competencies and Skills Development for L2 Learners and   **(Rooms 506 & 507)**
      L2 Teacher Identity

Jonathan Newton, David Nunan & Jack Richards

WORKSHOP SESSIONS

WORKSHOP TA
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Wednesday, 14 March, 2018
09:00 AM - 10:00 AM
(Tanglin Room 1, Level 1)
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PROVIDING EFFECTIVE FEEDBACK (AFL) TO GUIDE STUDENTS' THINKING PROCESS

Caroline Tracy, Hua Yi Secondary School, Singapore

The application of process feedback from John Hattie's 4 Levels of Feedback will be modelled. Using process feedback as opposed to task feedback scaffolds students' thinking process and enhances deeper learning so that students will be able to refine their answers to comprehension questions more confidently. The use of a student checklist to strengthen self-regulation feedback will be shared too. This encourages students to be more self-directed in their learning. Using a constructivist approach, the focus in an EL classroom through process and self-regulation feedback, shifts from the teacher to the students. In the constructivist model, the students are urged to be actively involved in their own process of learning and this is succinctly what effective feedback promotes. At the end of this workshop for Secondary School English Language teachers, participants will be able to guide their students in correcting or refining their answers to comprehension questions through process and self-regulation feedback.

WORKSHOP TB
<div style="text-align:right">

Wednesday, 14 March, 2018
09:00 AM - 10:00 AM
(Tanglin Room 2, Level 1)
</div>

MINDSET AND THE CREATIVE BRAIN

Damaris Carlisle, Lasalle College of the Arts, Singapore

As advancements in artificial intelligence move apace, societies need to consider the role of education in a rapidly changing world. It will not be long before jobs that require no social interaction or have low levels of creativity will become automated. The Ministry of Education Singapore recognises that education must take a more holistic approach by using an integrated curriculum (2016). The workshop is in part based on the book 'Transforming Education' published by Jefferson and Anderson (2017). Their work promotes the 4Cs of creativity, critical reflection, communication and collaboration, in order to challenge our concepts of education. During the session we will explore why developing the 4Cs are cornerstones to preparing young people for the 21st century. We will delve into the characteristics of mindset and its importance in the creative process before moving on to play with the 'Creativity Cascade'. We will finish by considering the role of social and emotional learning as part of a model for developing critical reflection.

WORKSHOP TC

PROMOTING 4C TO DEVELOP LEARNERS' READING SKILL IN THE 21ST CENTURY CLASSROOM

Rizqi Khoirunnisa, Putera Sampoerna Foundation, Indonesia
Yuanita Tri Sapdani, School Development Outreach, Indonesia

Do our students get the benefit of reading? Do they fully understand what they are reading? This workshop attempts to answer these questions by exploring various reading strategies which emphasize Creativity, Critical Thinking, Communication and Collaboration (4C). In the 21st Century reading classroom, learners are expected to be actively involved in the learning process from pre-reading activities to post-reading activities. However, different learners seem to approach reading tasks in different ways, and some of these ways appear to lead to a better comprehension than the other ones. In other words, it is a challenge for teachers to creatively choose strategies and promptly scaffold to hone learners' reading skill as an effort of having sustainable learning process. In this session, there are 4 reading strategies; Treasure Hunt, Reading Pyramid, Reader's Theater, and Reading Circle, that will be delved into through hands-on activities. Participants of this workshop will find out how each strategy stimulates learners' 4C.

WORKSHOP TD

METHOD TO THE MAGIC: EXPLAINING THE 'LOGIC' BEHIND READING COMPREHENSION ANSWERS

Isabelle Shanti Benjamin, ELCOT Consultants, Singapore

As a Professional Development Consultant for English Language departments in secondary schools, the issue that comes up frequently in my training sessions is teachers having difficulty 'defending' the correct answers to comprehension questions to their students. Being mostly intuitive users of the language, many teachers often appear to 'magically' arrive at answers and are hard-pressed to outline systematically and logically, the step-by-step processing of text and questions that points to the correct answer like Math teachers do. (Math teachers are rarely 'challenged' by their students when they explain the 'working' that leads to the answers.) This workshop therefore will outline the teaching methodology to deconstruct both questions and texts to clarify the demands and interpret the contextual clues that point to the answers wanted. This method will help teachers better justify or 'defend' their answers to students. One important impact of this method of logical explanation is that students will also begin to similarly evaluate the veracity of their potential answers instead of blindly guessing. This method may be employed across levels from beginner to advance depending on the resources used.

WORKSHOP TE

THE WRITE CONNECTION - READING TO WRITING

Pamela Neo, South View Primary School, Singapore
Silvia Dennis, South View Primary School, Singapore
Lee Li Peng, South View Primary School, Singapore

Pupils often face challenges in the development of the plot/events and the usage of appropriate vocabulary in their writing. Leveraging ICT to bridge the reading-writing gap, a team of teachers designed a reading and writing lesson using the Active Learning Process. Focusing on the STELLAR Unit: Amazing Friends (P5), the team will share how they used the STELLAR Reader as a mentor text to help pupils gain vocabulary and content needed for their writing through the various ICT tools such as TodaysMeet, Blendspace and Padlet.

USING A FQR THINK SHEET TO IMPROVE READERS' COMPREHENSION OF NON-NARRATIVE TEXTS

Yow Ee-Linn Cynthia, Seng Kang Secondary School, Singapore
Charlotte Tan, Seng Kang Secondary School, Singapore

Tracey Tokuhama-Espinosa says metacognition is actually one of the easiest skills to teach, but it must usually be taught explicitly (2014). Hennessey (1999) suggests that a key element in developing good metacognitive skills is helping students to reason, understand concepts and make their beliefs more "visible" to themselves and others. This presentation will showcase how using a FQR think sheet (Stephanie Harvey, Anne Goudvis, 2007) as a cognitive strategy helps to facilitate the reading process and develop the reader's metacognitive skills. A reader visualises as he reads. He takes the words in the non-narrative text and mixes it with his own prior knowledge to create images in his mind. This helps him better comprehend the text. When reading a non-narrative text, a reader identifies the important facts in text. As he fills in the FQR think sheet, he asks questions about the text. He points out what he does not understand and responds to the text by making inference based on prior knowledge. Hence this cognitive strategy illustrates the reader's active reading of the text as it helps the reader to think deeply, make connections and monitor his own comprehension.

KNOWLEDGE-BUILDING AND ELT: USING LEGITIMATION CODE THEORY TO TEACH ACADEMIC LITERACY

Namala Tilakaratna, Centre for English Language Communication, National University of Singapore, Singapore
Mark Brooke, National University of Singapore, Singapore
Laetitia Monbec, National University of Singapore, Singapore

Want to know how to use theory to inform your teaching practice? The proposed workshop showcases how three different lecturers from the Centre for English Language Communication at NUS use the theoretical framework of Legitimation Code Theory (Maton, 2014), a social realist approach to making knowledge practices visible, to teach their students academic literacy skills. The first part of the workshop will showcase how using the LCT tool of 'specialisation' can make Knowledge About Language visible at the stage of lesson planning. The second and third parts of the workshop will demonstrate two classroom activities that use LCT tools (semantics and constellations) to make visible to students strategies used by successful writers engage with theory and write persuasively. The purpose of this workshop is to share how complex theory can be pared down to simple and workable classroom activities, which can help students to master the academic literacy skills that are valued in University and beyond.

TEACHING WRITING AS PROCESS: IDEAS IN THE PRIMARY CLASSROOM

Rachel Goh, National Institute of Education, Nanyang Technological University, Singapore
Nurual Ain Suprat, Fuhua Primary School, Singapore
Foo YingTing, Fuhua Primary School, Singapore
Rachel Lee, Fuhua Primary School, Singapore

Research postulates that teaching writing as a process helps students understand writing in relation to what the writer does (planning, drafting and revising), instead of in relation to what the final product looks like. In Singapore, the English Language Syllabus 2010 advocates the teaching of writing with awareness of Purpose, Audience, Context and Culture (PACC) and using formative assessment tools and tasks to give constructive feedback on students' writing. Informed by these perspectives through a professional learning

programme that deepened their understanding of the process of writing, teachers from a primary school explored how such a process-based approach to writing would look like in their classrooms. This workshop begins a contextualisation of the writing process cycle and theoretical underpinnings that guided the teachers in the design of a series of writing lessons in a unit of work. Following that, they will be given a taster of the experiences that teachers had designed for students, so that they can better help students with ideas generation, ideas development, and revising their writing. Finally, the teachers will present the findings from their classroom implementation, on the affordances for students' writing and for their motivation to write.

WORKSHOP TI   **Wednesday, 14 March, 2018**
                                                                              09:00 AM - 10:00 AM
                                                                              (Room 601, Level 6)

SUPPORTING TEACHER-FRIENDLY PRACTITIONER RESEARCH: SOME PRACTICAL TIPS ON WRITING RESEARCH REPORTS

Padmini Bhuyan Boruah, Gauhati University, India

In current practitioner research, there is growing interest in a 'teacher-friendly style of presentation – visually appealing, in non-academic format and featuring jargon-free writing...' (Smith, et. al. 2016: 122) In addition to sharing through blogs, newsletters, social media 'posts' and so on, research reports in less rigorous academic style are also being published in 'standard' publications, as evidenced in recent Teacher Research edited collections, books and articles from IATEFL, Palgrave and British Council. This resonates with the view that practitioner research is more self- and peer-directed than academia-directed, and that target readers are usually other teachers, teacher educators and researchers rather than 'experts' in the discipline. Practitioner research reports may thus differ from conventional academic research publications, focusing more on the research process than on literature review, theory-building or recommendations. In this workshop participants will be introduced to key aspects of research reports that make them 'publish-worthy' without adhering to strict 'academic' guidelines. The workshop will include activities where participants analyse sample research reports to evolve a set of strategies to write effectively, using an appropriate style, content organization and referencing. The workshop take-aways will include checklists and grids containing guiding questions relating to various sections of research reports.

WORKSHOP TJ   **Wednesday, 14 March, 2018**
                                                                              09:00 AM - 10:00 AM
                                                                              (Room 602, Level 6)

PROMOTING NOTE-TAKING STRATEGY IN DEVELOPING STUDENTS' LISTENING COMPREHENSION

Juliana, Putera Sampoerna Foundation, Indonesia

As communication is one of the required skills in the 21st century, it is imperative that all students acquire the skill. Communication is a process of transmitting messages, ideas, feelings, facts, and values from a person or a group of people to others. Communication requires listening as receptive skill and speaking as productive skill. Gilakjani and Ahmadi (2011) expressed that listening has an important role in the communication process. Furthermore, they highlighted that listening is the most important out of the four main areas of communication skills (listening, speaking, reading, and writing). A research conducted by Hien (2015) concludes that the most common problem in listening comprehension that the students face is the inappropriate strategies of learner while and after the listening activities. One strategy that is considered effective, particularly for students as ESL learners is note-taking strategy. The strategy aims to develop students' ability in getting main ideas and supporting ideas, allowing the students to structure their thinking. There are four note-taking methods, which are, Cornell Note-Taking Method, Mapping Note-Taking Method, Outlining Note-Taking Method, and Charting Note-Taking Method. The workshop will elaborate more on each method, its advantages and disadvantages, and the practice of each method.

WORKSHOP TK   **Wednesday, 14 March, 2018**
                                                                              09:00 AM - 10:00 AM
                                                                              (Room 603, Level 6)

USING RECIPROCAL TEACHING TO ENHANCE STUDENTS' READING COMPREHENSION

Florence Lee, Anglo Chinese School Barker Road, Singapore

"I read but I don't understand" may well be a refrain that is often heard from students. Driven by a desire to help students read more effectively, the evidence-based strategy, Reciprocal Teaching was implemented in Anglo-Chinese School (Barker Road) to help students deepen their reading comprehension. Developed in 1984 by Palinscar & Brown, Reciprocal Teaching is an instructional strategy aimed at helping students monitor their reading in order to achieve deeper comprehension. Through teacher modelling and collaboration, students learn how to predict content, question and clarify their understanding of that content, and summarize what they have learned. Students then practise the skills individually and in groups. Research has found Reciprocal Teaching to be effective in improving reading comprehension (Pearson and Doyle 1987, Pressley et al. 1987) and this strategy is also found to be a high-impact, evidence-based teaching strategy by John Hattie (2009, 2011, 2015). In this workshop, I will share my experience of using this strategy, demonstrate how the strategy can be carried out, and facilitate a discussion of its possible uses.

WORKSHOP TL   **Wednesday, 14 March, 2018**
09:00 AM - 10:00 AM
(Room 604, Level 6)

RYAN KEY THINKERS AS THINKING TOOLS IN THE ENGLISH LANGUAGE CLASSROOM

Yang Roziah Mohamed Yaacob, Kerian District Education Office, Malaysia
Anis Oweeda bt Ismail, Kerian District Education Office, Malaysia

This workshop aims to share techniques of using Ryan Key Thinkers as thinking tools among students in English Language Classroom. We can integrate the keys at any stages of lessons; starter, student -centered activities , formative assessment or plenary and utilize these thinking tools for any language skills. This idea has been implemented to various schools in our district. The students state that the usage of Ryan Key Thinkers is fun and challenging. Besides, the keys also foster the better understanding about the complexity of the issues being studied. The keys are also improving students critical thinking and classroom engagement. Tony Ryan, the inventor of these Keys proposes "Creative thinking can be exciting and enjoyable. This active participation can then create a positive attitude towards the learning process." By attending this workshop, the participants can gain knowledge and experience and try this out at their respective schools. This approach ensures us to fulfill the demand of rapid changes in global education. Innovative and critical thinking are what the workshops aimed for.

WORKSHOP TM   **Wednesday, 14 March, 2018**
09:00 AM - 10:00 AM
(Room 605, Level 6)

TRANSFORMATIVE TEACHER DEVELOPMENT PROJECTS: LESSONS FROM EXPERIENCE

Alan S Mackenzie, TransformELT, United Kingdom

This workshop explores the experiences of researchers, project managers and participants in large scale development projects in English language teaching around the region and beyond. Using examples from my own work with the British Council and ministries of education in Thailand, Philippines, India, Pakistan and Bangladesh as stimuli, workshop participants will be invited to share their own narratives of projects in which they have been involved. Key issues to be discussed include designing projects that create a real impact, managing education ministry expectations, providing appropriate levels of support for teachers and administrators, securing appropriate resourcing, and measuring project impact. Using an open source format, working groups will focus on an area of particular interest to them in order to define potential solutions. Participants will share their own stories and define guidelines for good practice. These will be shared amongst the group at the end of the workshop so that all can comment and add to the ideas generated. Having recorded these ideas during the session, they will be written-up and disseminated post workshop with the objective of supporting the transformation of English language teaching globally.

WORKSHOP TN   **Wednesday, 14 March, 2018**
09:00 AM - 10:00 AM
(Maker Space)

USING NEARPOD TO EMPOWER TEACHERS AND ENGAGE STUDENTS IN AN ENGLISH CLASSROOM

Serene Chia Ee San, Hougang Primary School, Singapore

This workshop showcases how Nearpod, an interactive classroom application, can be used to support the teaching and learning cycle in a primary English classroom. There are three parts in this workshop. In the first part, participants will experience how Nearpod can be used to engage students in the acquisition of grammar rules and vocabulary. Following that, participants get to experience how Nearpod is used to gather formative assessment data efficiently such that learning gaps can be addressed quickly during the teaching of punctuation rules. In the second part, the presenter will share the features and functions of Nearpod and demonstrate how a Nearpod lesson is created. Participants will then apply the newly-acquired skills to work in groups to plan an interactive ICT-enabled English language lesson that not only engages students but also allows teachers to monitor individual student learning in real-time. After the hands-on session, participants will share their reflections on using Nearpod and discuss other ways to tap on the capabilities of Nearpod to enhance the teaching and learning of the English language.

PARALLEL SESSIONS

PARALLEL SPEAKER 115

Wednesday, 14 March, 2018
10:40 AM- 11:10 AM
(Tanglin Room 1, Level 1)

IMPROVING LANGUAGE ASSESSMENT LITERACY (LAL) AMONGST TEACHERS

Peter Davidson, Zayed University, United Arab Emirates

Language assessment literacy (LAL) has become a critical topic in English Language Teaching since the late 1990s. Unfortunately, this is mainly due to the fact that so many English language teachers are not assessment literate. In other words, many English language teachers lack the knowledge and skills to write effective language tests, evaluate the effectiveness of their tests, and use their test results in meaningful ways (Tsagari & Vogt, 2017). The purpose of this paper is to suggest ways that we can help teachers to become more assessment literate. After defining what assessment literacy is, we will discuss why LAL is important for teachers, and we will examine some of the barriers to teachers becoming assessment literate (Stiggins, 1995). We will then propose a course of action to improve LAL amongst teachers, such as devising an Assessment Competency Framework (National Institute of Education, 2010), and providing professional development opportunities to enable teachers to improve their assessment literacy.

PARALLEL SPEAKER 116

Wednesday, 14 March, 2018
10:40 AM- 11:10 AM
(Tanglin Room 2, Level 1)

SUPPORTIVE ACTIVITY SIMULATION FOR ENGLISH-MAJORING CHINESE STUDENTS AT CHIANGRAI RAJABHAT UNIVERSITY

Kannikar Kantamas, Chiangrai Rajabhat University, Thailand

This study aimed to develop a Supportive Activity Simulation and evaluate its effectiveness in terms of how and to what extent the activities improved English-majoring Chinese undergraduate students' English pronunciation and communication strategies. The participants in the study were 20 third-year Chinese students enrolled in the 2+2 Undergraduate Joint-Degree in the English Studies Programme (the Faculty of Humanities) at Chiangrai Rajabhat University in Chiangrai Province, Thailand, without English proficiency scores. The instruments used in this study consisted of a pre-test/post-test (reading passage with English consonant clusters as a pronunciation test) and five selected thematic activities designed to assist the participants to improve their English pronunciation and communication strategies. The study found that the use of the Supportive Activity Simulation for Pronunciation and Communication Strategies (PS+CSs) satisfactorily improved the participants' English pronunciation and communication strategies. Also, the compensatory strategy adopted by the majority of the participants was the use of fillers, such as 'um', 'uh', and 'okay', as a means of gaining more time to think of what to say and how to pronounce it correctly in a given situation.

PARALLEL SPEAKER 117

Wednesday, 14 March, 2018
10:40 AM- 11:10 AM
(Room 501, Level 5)

IDOLS PROJECT - KILLING TWO BIRDS WITH ONE STONE

Dung Do Thi Thanh, Hanoi Pedagogical University Number Two, Vietnam

Warm-up activity is often conducted by the teacher but it can be done efficiently by students. "Idols Project" is such an activity in listening classes of third-year English majored students at Hanoi Pedagogical University No.2. During the semester, students work in group of three to four, presenting biography of their idols and designing a listening task to practice in class. Accomplished at the beginning of every lesson, the task can be both educational and relaxing as a warm-up activity. In detail, students learn language skills by doing the tasks and get motivated from the idols. So far the project has been implemented for five weeks. Although there are another seven weeks to go, it can be seen at first that students are engaged in the project and the atmosphere of the class is positive. At the end of the term (January 2018), questionnaires and group interviews will be applied to collect data about students' perspectives on the project's effects and drawbacks. Therefore, changes during this time are expected, hopefully resulting in a motivating learning environment where students are centered. In short, this project is worth sharing as a multipurpose activity.

PARALLEL SPEAKER 118   **Wednesday, 14 March, 2018**
                                                          10:40 AM- 11:10 AM
                                                          (Room 502, Level 5)

A GROUNDED THEORY ON TEACHERS AS ESL READERS OF MULTIMODAL STILL VISUALS

Judy C Bautista, Philippine Normal University, Philippines

The paper highlights a grounded theory research that sought to identify and describe the comprehension processing strategies and the sources of information that elementary teachers, as ESL readers, use as they attempt to comprehend multimodal still visuals. Correspondingly, introspective procedures of the think-aloud method served as the data-gathering mechanism of the study. The verbal protocols were collected using three different stimulus visuals. Data were subsequently analyzed and coded in three sectional rounds. A total of 42 different sets of verbal protocols were gathered as basis for the establishment of a grounded theory on multimodal still visual comprehension processing. From a numerous set of open codes, 27 axial codes emerged. Subsequently, after analysis of the axial codes, four (4) integrated categories were observed in the selective coding, namely: 1) preparation / anticipation strategies; 2) sampling strategies; 3) deepening strategies; and 4) regulatory strategies. Ultimately, the paper concludes with recommendations for teacher-training and development on visual language and literacy instruction set in an ESL context and for future directions of multimodal language learning and teaching.

PARALLEL SPEAKER 119   **Wednesday, 14 March, 2018**
                                                          10:40 AM- 11:10 AM
                                                          (Room 503, Level 5)

VALIDATING ENGLISH READING COMPREHENSION ITEMS OF TWO COLLEGE ENTRANCE EXAMINATIONS IN TAIWAN

W Y Lin, Department of English Instruction, University of Taipei, Taiwan

The present study aimed at investigating the construct validity of multiple-choice reading comprehension items included in the English Subtest of the two high-stakes college entrance examinations in Taiwan, by using Confirmatory Factor Analyses (CFAs) through Mplus. Four datasets were provided by the College Entrance Examination Center in Taiwan, with each containing 5,000 to 5,500 randomly-selected examinees' dichotomously-scored responses to a total of 16 reading comprehension items administered in 2015 or in 2016. The reading comprehension items were classified into three to four reading sub-skills/components (including recognizing, interpreting, summarizing and inferring) by five experienced tertiary-level English teachers, based on a simplified version of Revised Bloom's (2001) Taxonomy. The CFA results showed that for the both examinations, the raters' item classifications failed to fit the test-takers' responses. Instead, the one-component model seemed to best capture the test-takers' data, suggesting that the English reading comprehension items of the two college entrance exams appeared to tap one general English reading ability, rather than a range of divisible reading sub-skills/components. Finally, practical recommendations were provided for reading comprehension item writers, based on a close scrutiny on the items with satisfactory psychometric properties.

INFLUENCES OF RESEARCH APPROACHES ON INTERACTIONAL METADISCOURSE IN APPLIED LINGUISTIC RESEARCH ARTICLES

Keiko Kawaguchi, Shibaura Institute of Technology, Japan
Tae Ito, Toyota Technological Institute, Japan
Harumi Ota, Nihon University, College of Law, Japan
Ritsuko Ohta, Keio University, Japan

First-person pronouns in research articles (RAs) are an interactional metadiscoursal device to construct the authorial presence while building a relationship with readers. Much corpus-based research has been conducted on the use of this linguistic resource. The bulk of these studies, however, have focused on cross-disciplinary influences on the use of self-mentions, with less attention given to another influential factor, methodological differences. To bridge the gap created, the present study investigated how different research methods affect first-person pronoun usage in RAs in applied linguistics, a discipline many EAP/ESP instructors are familiar with. For this purpose, we constructed a corpus of 84 RAs taken from two international applied linguistics journals, Journal of Second Language Writing and English for Specific Purposes, containing three sub-corpora with RAs of qualitative, quantitative, and mixed-methods approaches. First, we examined the frequencies of both exclusive and inclusive first-person pronouns respectively and their distribution across different sections of the articles in each sub-corpus. We also analyzed each of the first-person pronouns detected to determine its communicative purpose. Finally, we compared the results across the three sub-corpora to see if methodological differences have any bearing on the use of this interactional metadiscoursal feature in RAs in applied linguistics.

ASSESSING UNIVERSITY STUDENTS' L2 ACADEMIC WRITING THROUGH COURSEWORK

Sarah Holland, Toyo University, Japan

Through coursework, writing assessment seems to become less formidable, more motivating, and more readily accessible to all students The presentation reports a year-long mixed-method study of L2 writing assessed through essay coursework The study explored if coursework was a good way to assess L2 writing for all students across the whole ability range. The study was conducted in Japan with 50 Japanese English-major first-year university students. The students studied English academic essay writing in two intact classes, taught by an English native-speaker in English. The students' TOEIC scores ranged from approximately 300 - 600. The hypothesis was that all the students, regardless of their English proficiency level, could show similar levels of progress in essay writing through coursework assessment. Essay coursework scores were recorded throughout the academic year; in addition, students were asked to comment on their ideas about coursework and on their progress. The coursework assessment procedures, the data analysis and the results are explained. To conclude, the challenges involved in the implementation of assessed coursework, some practicalities and suggestions as to how the method could be improved in future assessments are described. Questions and/or comments will be eagerly sought.

CHALLENGING TEACHER BELIEFS THROUGH REFLECTIVE PRACTICE: A PHENOMENOLOGICAL CASE STUDY

Joan Kuroda, Kwansei Gakuin University, Japan
Ken Tamai, Kobe City University of Foreign Studies, Japan

This presentation aims to illustrate the potential for teachers to enhance their practice as well as contribute to research through phenomenological reflective practice. Six epistemological lenses are proposed from

which to approach experiences to acknowledge the complexity of experience and inevitable depth and breadth of reflective practice. The alignment of teaching beliefs and classroom practices provide the foundation of successful outcomes in the classroom, however research in this area is limited and tends to focus on defining or changing teacher beliefs. Phenomenological reflective practice challenges teacher beliefs leading to change or confirmation of those beliefs as teachers investigate their classrooms from their subjective point of view to gain a deeper understanding. Life-world, socio-cultural, temporal, interactional, processual and power dimensions help teacher-researchers achieve richer descriptive accounts of their experiences as they become aware of their own perspectives. This case study illustrates how, by challenging teacher beliefs and approaching experiences from multiple dimensions through participating in phenomenological reflective practice, one teacher was able to develop professionally by aligning teaching beliefs with classroom practice and discover a symbiotic relationship between student and teacher reflections which led to the creation of a classroom community and a transformative learning experience for both parties.

PARALLEL SPEAKER 123   **Wednesday, 14 March, 2018**
                                                              10:40 AM- 11:10 AM
                                                              (Room 508, Level 5)

MANAGING AT-RISK (CHALLENGING) CLASSES IN EL LESSONS IN A MAINSTREAM PRIMARY SCHOOL

Ow Yeong Wai Mang, Henry Park Primary School, Singapore

This research study in a Singapore Primary School setting looks into the effective management and implementation of classroom and EL strategies which were successful in enabling at risk(challenging) classes with a high number of students with special needs, and with a high number of students who were low performing in EL) to be better managed and with students who were more engaged in learning. It is founded on The Skilful Teacher framework, and is further based on Vygotsky's Social Constructivist orientation. This study is based on qualitative and quantitative data generated, via perception surveys and journal observations of both students and teacher over a 3-school term period of 9 months.

PARALLEL SPEAKER 124   **Wednesday, 14 March, 2018**
                                                              10:40 AM- 11:10 AM
                                                              (Room 601, Level 6)

DEVELOPING ONOMATOPOEIA AS TEACHING MATERIALS

Jyh Wee Sew, National University of Singapore, Singapore

Recent publications of applied sound symbolism and mimetics studies in Collabra (2016), Language (2016) and Lingua (2015) may be a signal that onomatopoeia makes a good resource material of language teaching. One of the studies shows that mastery of Dutch sound symbolism supports the recognitions of Japanese mimetics at a better than chance accuracy rate. This discussion presents examples of onomatopoeia in Singapore Hokkien drama serial, Taiwanese news broadcasts, local 2-D English advertisement, English banners at housing estates, video of white students learning Japanese onomatopoeia and Malay MTVs (e.g., Rahimah Rahim and Shila Amzah). Iconic speech i.e., onomatopoeia is worth teaching because it is part of everyday communication and interaction in a heterogeneous society. We propose that current language curriculum planning to identify onomatopoeia in language use by developing an animate and inanimate matrix of the iconic elements. The incorporation of onomatopoeic components in its original contexts makes an authentic language lesson especially for understanding culturally salient phrasal constructions that are intrinsic to the speech styles of a specific community. If diversity is the way forward in language teaching and learning, onomatopoeic elements are distinctive identity markers representing the ethnic differences underpinning the vibrancy of a multilingual country like Singapore.

PARALLEL SPEAKER 125   **Wednesday, 14 March, 2018**
                                                              10:40 AM- 11:10 AM
                                                              (Room 602, Level 6)

GRAMMAR IN WRITING: MAKING THE LINKS IN THE EL WRITING CLASSROOM

Christine Xavier, National Institute of Education, Nanyang Technological University, Singapore
Hing Mui Hong, Keming Primary School, Singapore

This presentation will describe a study undertaken in collaboration by five EL teacher practitioners and an EL academic to make conscious links between grammar and writing in the writing class. This study arose out of the concern of the teachers that while their students perform relatively well in individual grammar practices, these students are not able to translate and use this grammar knowledge in their writing tasks. Integrating subject and pedagogical content knowledge, and teacher inquiry of actual essays written by existing students at the pre-intervention stage, the researchers critically studied and reflected upon existing materials used for the teaching of writing at the P5 level in a particular primary school in Singapore. Gaps and spaces for revisions that would allow for the integration of grammar teaching within the context of writing in the school's P5 writing package were identified. The writing package, which includes teaching slides and student activities, was then revamped accordingly and implemented in the EL writing classroom at the intervention stage. The presentation will also discuss the teachers' reflections of the process of undertaking this study, with specific reference to the conscious linking of grammar and writing in the EL writing classroom.

PARALLEL SPEAKER 126   **Wednesday, 14 March, 2018**
                                            10:40 AM- 11:10 AM
                                            (Room 603, Level 6)

TEACHER INITIATION SEQUENCES AND ITS EFFECTS ON CLASSROOM DIALOGISM

Ali Haikal, Serangoon Garden Secondary School, Singapore
Joy Foo, Serangoon Garden Secondary School, Singapore

This study investigates how Making Thinking Visible (MTV) questioning sequences in the MTV pedagogical approach impact the subsequent nature of interaction within the class. MTV is an approach to classroom learning put forth by Ritchart and Perkins (2008). Through various thinking routines, which resemble interactional initiation sequences and scaffolds, Ritchart and Perkins argue that students no longer "lacked a voice" and were able to engage more actively in classroom learning and discussions. In addition, they report that students began thinking deeply about the issues discussed in class. It stands to reason that Ritchart and Perkins' initiation sequences help teachers generate a more dialogic (Bakhtin, 1986) classroom, where speakers (teachers) "does not expect passive understanding…(but) rather he expects response, agreement, sympathy, objection, execution, and so forth" (1986, p. 69). Yet, the challenges – rooted in culture – in developing dialogic talk in classrooms (Galton et al., 1990; Lemke, 1990; Tharp and Gallimore, 1988; Wells, 2006; 2007) and especially in Singapore (Vaish, 2008) have been well documented. This study therefore presents an analysis of whether the MTV routines truly resemble the "cultural transformation" (p. 57) in schools that Ritchart and Perkins promise, or if the observed classroom dialogism is only ostensibly so.

PARALLEL SPEAKER 127   **Wednesday, 14 March, 2018**
                                            10:40 AM- 11:10 AM
                                            (Room 604, Level 5)

USING LCT (SPECIALIZATION AND SEMANTICS) IN CLIL COURSE DESIGN AND DELIVERY

Mark Brooke, National University of Singapore, Singapore

In this paper, I demonstrate how Legitimation Code Theory, specifically concepts from Specialization and Semantics (Maton, 2010; 2014a; 2014b) informed the writing and delivery of a course for first year undergraduate students across the disciplines by providing a transparent pedagogy about the field of study, the sociology of sport, and how students might develop a gaze or cultivated disposition within it. I demonstrate how I used strong classification and framing to present knowledge types and practices, or legitimation codes, necessary for success. I sought to legitimize students by readily providing them with access to the academic discourses at work in the field so that they could move quickly through their developmental trajectory from novice beginner to competent researchers and writers. For transparency to be effectuated, it was necessary to provide conceptual content that provided this doorway into understanding the basic technical knowledge required. It was also important to present the kind of theoretical standpoints available to develop students' own discourses. At the end of the course, students were asked to share their opinions on this modus operandi for enabling epistemological access. Their views as well as the outline of the course structure and the mode of delivery are provided.

PARALLEL SPEAKER 128   **Wednesday, 14 March, 2018**
                                            10:40 AM- 11:10 AM
                                            (Room 605, Level 5)

LANGUAGE TEACHER DEVELOPMENT THROUGH IMMEDIATE FEEDBACK BY MOBILE COLT

Hiroki Ishizuka, Hokkaido University of Education, Japan
Mai Koshie, Hokkaido University of Education, Japan

The authors developed an application called the Mobile COLT for real-time language classroom analysis operated on a tablet PC. It can display the instructor the result of the class analysis, especially the communicative orientation of the class, immediately after the class is over. In this longitudinal study, in order to investigate how this provision of feedback can help improve language teaching practices, three teachers' classes of different school levels were visited and analyzed by Mobile COLT four or five times over a year. These teachers were presented quantitative analysis results of their practices after each class with some qualitative comments by the authors. In addition, students in their classes were asked to answer the questionnaire which examines their motivation and attitudes before and after the study period. One year's change of their teaching style and the students' attitudes suggests that the feedback Mobile COLT given to teachers had a profound impact on the improvement of their teaching style and this improvement is closely related to the change of students' motivation and attitudes. In the presentation, the functions of the Mobile COLT as well as the detailed results of the study will be explained.

PARALLEL SPEAKER 129

Wednesday, 14 March, 2018
11:20 AM - 11:50 AM
(Tanglin Room 1, Level 1)

TEACHERS' BELIEFS ABOUT READING AND CHILDHOOD IN THE CLASSROOM: PEDAGOGIES AND VALUES

Sally Ann Jones, National Institute of Education, Singapore

This paper reports an ethnographic study into reading in the primary school. The aim of the study was to explore the versions of reading that were prioritized in one primary three class at each of three schools. This was achieved by observing reading lessons, interviewing teachers and children, and analyzing the different texts used. Being of different generations, teachers' own histories of reading differed from one another. Observations suggested that the children were habitual readers. In addition to regular reading lessons, each school taught a common set text across the primary three level. Thus, at each school, while the texts were decided by all teachers and there were some materials in common, the three individual teachers had autonomy in how they would teach the texts. Interesting findings were that the texts selected by each school were of varied genres and origins. The depictions of children in those texts in conjunction with each teacher's expressed understandings of reading and their knowledge of their pupils were suggestive in explaining the variations in reading lessons: different reading skills were taught; different pedagogies were employed; and different values upheld in the three schools. The paper discusses the implications of these findings for teacher education.

PARALLEL SPEAKER 130

Wednesday, 14 March, 2018
11:20 AM - 11:50 AM
(Tanglin Room 2, Level 1)

ENHANCING THE ORAL READING FLUENCY OF SECOND GRADERS THROUGH A HOME READING

Glorificacion L Quinopez, Saint Louis University, Philippines

The overarching goal of the study was to find out the difference of the oral reading fluency of second graders in terms of rate, accuracy and reading expression before and after their exposure to a parent-facilitated home reading program. Pre-test-post-test scores comparison was used to ascertain differences, if any; while qualitative analysis and comparison of oral reading fluency before and after the home reading program was guided by the automaticity, verbal efficiency and sociocultural theories. Findings revealed that the oral reading fluency of second graders before their exposure to the home reading program was below their grade level benchmark. As such, reading rate was described as slow, effortful, inefficient and conscious. Word recognition skills were undeveloped. Reading expression was inappropriate and unnatural. After exposure to the parent-facilitated home reading program, the pupils substantially increased in score, with quantitative and qualitative improvements in rate, accuracy and reading expression. Reading rate had the highest score

increment. The Home Reading Program, through scaffolding from family members, is an effective intervention to help beginning readers' transition from word-by-word

PARALLEL SPEAKER 131

VOCABULARY SIZE AND RANGE APPROPRIATE FOR ENGLISH COURSES IN GENERAL EDUCATION

Alisa Vanijdee, School of Liberal Arts, Sukhothai Thammathirat Open University, Thailand

The research's objectives were (1) to study the vocabulary size and range in English courses in General Education Programs of 27 state universities, and (2) to search for guidelines to select the appropriate vocabulary to teach in those courses. The instruments were: (1) a questionnaire and (2) 18 English textbooks from GE programs focusing on the design of the textbooks syllabus, conversation scripts, vocabulary sections, activities, and some related reading texts. Frequency, percentage and numbers and content analysis were used for the questionnaire and the design of textbooks. Quantitative data of vocabulary were analyzed through The Compleat Lexical Tutor program. The results revealed that the highest percentages and numbers of words were 88.66% of 1000 first words vocabulary (K1), 56.64% with 1001- 2000 words (K2); 56.64% function words within K1; 41% content words within K1; 770 words in the families group; 1,366 types (different words); 16,621 tokens (number of words); 7.7% of AWL words; and 22.87% OffList words. The study concludes that the appropriate and suggested vocabulary size and range can be detected through a communicative approach with a functional/notional syllabus.

PARALLEL SPEAKER 132

SELF-REPORTED SUMMARIZING AND PARAPHRASING DIFFICULTIES: SOME PEDAGOGICAL IMPLICATIONS

Eden Regala-Flores, De La Salle University, Manila, Philippines

The utility of paraphrasing and summarizing is key to effective academic writing. Although several studies have identified L1 students' difficulties when utilizing paraphrasing and summarizing, there is a need to further investigate and identify the challenges L2 students have when employing both skills. With essays from 100 freshman undergraduate students from a university in Manila, this study determined the reported difficulties that students have when paraphrasing and summarizing. Participant students identified lack of vocabulary as a foremost difficulty when paraphrasing, and identifying main idea as the main challenge when summarizing. Findings of this study provided grounds for presentation of pedagogical interventions/classroom instructions to address these student reported difficulties.

PARALLEL SPEAKER 133

FROM PASSIVE LURKERS TO ACTIVE DE-LURKERS: PARTICIPATION IN A LANGUAGE FACEBOOK GROUP

Bernadette Soliba, Saint Louis University, Philippines

Having passive members in a virtual group implies that there are no equal contributions from all the members and that one may simply continue to benefit from the group without giving any in exchange. Without each other's commitment, the attainment of goal set by the social group would not be possible. The aim of this research is to find out what makes lurkers participate whilst member in a language Facebook group. The selection of participants was through a quantitative analysis of an online survey sent to the members of "Learn English Here!" Facebook Group. A qualitative semi-structured questionnaire was used to interview ten identified lurkers-all are residents of Baguio City, Philippines. The results of the interview revealed that in order to prompt passive members to participate, their interests should be considered. The interests of the

participants were identified through thorough analysis of the interview, and a repetitive pattern of answers was found. The interests of the participants are on Entertainment, News and Information, Language and Literature, and Education.

PARALLEL SPEAKER 134 **Wednesday, 14 March, 2018**
11:20 AM - 11:50 AM
(Room 507, Level 5)

FROM PRINT TO SCREEN: A STUDY OF UPPER PRIMARY STUDENTS' MULTIMODAL READING PROCESSES AND STRATEGIES IN ONLINE ENVIRONMENT

Steven Tan Boon Seng, SEAMEO Regional Language Centre, Singapore

With the rapid development of the Internet and its applications in education, terms such as multimodalities, multiliteracies and hybridity are now familiar to educators in literacy and language arts education. However, compared with the body of research into reading strategies used by students in print environments, much less is known about how students use online reading strategies to access online information. The three-phase study aimed to explore the nature of upper primary students' reading processes and strategies in online environments. The first phase of the study established the patterns of 300 students' online reading processes and strategies using an Online Reading Strategy Questionnaire. The second phase was a descriptive study that analyzed students' think-alouds and online screen captures as they read online. The third phase studied the effectiveness of an online reading strategies-based instruction on students' online reading comprehension and strategy use. Phase 1 results indicated that the relationship between the students' EL achievement and online reading strategies was significantly detectable. Phase 2 analyses revealed similarities and differences between the skilled and unskilled online readers in terms of their online reading processes and strategy use. Finally, Phase 3 results indicated differential effects on students' online reading comprehension and strategy use.

PARALLEL SPEAKER 135 **Wednesday, 14 March, 2018**
11:20 AM - 11:50 AM
(Room 508, Level 5)

ITOOLS VIDEO DUBBING FOR INTERMEDIATE II CLASS AT LBPP LIA BANJARMASIN

Elvina Arapah, Universitas Lambung Mangkurat, Indonesia

In Smartchoice books equipped with itools, a conversation video introduces the grammar or language features covered in every unit. The presentation of the video might lead to a boring 'watch and practice' activity if it is repeatedly presented with a similar and monotonous ways that may hinder the 4Cs of the 21st learning. This study tries to investigate whether the implementation of video dubbing for both an intermediate class may improve the students' speaking fluency and grammar accuracy. The video dubbing was employed in Intermediate II of Friday–Saturday Class. Some teaching steps vary in each meeting and are concluded with a video dubbing –an activity in which the video is muted and the students dub the video with the original text or the modified one. The fluency speaking is measured by the classroom teachers based on their observation and is self-evaluated by the students based on their own reflection. The grammar accuracy is assessed from the results of unit tests for grammar section. The results showed that video dubbing can build students' confidence, bring grammar accuracy improvement, and is positively responded by the students. In fact, frustration was also shown during the memorization.

PARALLEL SPEAKER 136 **Wednesday, 14 March, 2018**
11:20 AM - 11:50 AM
(Room 601, Level 6)

TASK COMPLEXITY AND THE GROWTH IN LINGUISTIC COMPLEXITY IN L2 SPEAKING ASSESSMENT

Vasim Tamboli, The English and Foreign Languages University, India

The Cognition Hypothesis (Robinson, 2001) claims that increase in task complexity along 'resource-directing' variables direct learner's attention to the concepts and specific linguistic forms required in task performance. As a result, complex task makes learners use syntactically complex structures and wider range of vocabulary than in simple task. The Cognition Hypothesis has been used in pedagogic context. However, its

consideration in this study is to substantiate the use in making assessment more principled and systematic. This preliminary study investigates the effects of task complexity on linguistic complexity in L2 speaking assessment. 12 ESL learners perform simple and complex picture description tasks. Task complexity is manipulated along resource-directing dimensions [+ more elements] and [+ reasoning demands]. The linguistic growth in learner performances is captured using three modes – (i) measures of syntactic complexity and lexical complexity, (ii) ratings on language complexity produced by 4 raters using task-specific assessment criteria, and (iii) rater perceptions in terms of language complexity which are elicited through semi-structured interview. Further, correlational analysis will be computed to see whether the measurement results have any links with rater assessment. In conclusion, the application of such task complexity in language development and assessment practices will be discussed.

PARALLEL SPEAKER 137   **Wednesday, 14 March, 2018**
                                            11:20 AM - 11:50 AM
                                            (Room 602, Level 6)

MOVING TO THE GROOVE: A LEARNER-CENTRED, RHETORICAL APPROACH TO WRITING SCIENCE

Jonathan Tang, National University of Singapore, Singapore

This paper critically reflects on a newly developed, forward-looking science writing and communication course to engage undergraduates in discourse move analysis of journalistic science writing and empower them to adopt a rhetorical mindset in composing the genre. Drawing on the work of Bednarek (2006), Calsamiglia & van Dijk (2004), Fahnestock (1986) and Haupt (2015), a quadripartite model is devised to undergird the design and delivery of the course curriculum. To evaluate the curriculum, qualitative student written feedback based on a cohort of 330 students in the second semester of implementation is analysed. The study also draws on findings of two related validation studies (Tang & Sawatdeenarunat, 2017; Yuen & Sawatdeenarunat, 2017) to piece together a portrait of curricular quality on which to reflect and point the way forward. The findings reveal that students perceived the course to engage them highly in both learning and the composing process, and they also value the transferability of their learning. However, challenges in metalinguistic reflection and clarificational meanings were also noted, as were tensions in regard to perceptions of prescriptivism. Future directions and the implications for continuing teacher development are discussed.

PARALLEL SPEAKER 138   **Wednesday, 14 March, 2018**
                                            11:20 AM - 11:50 AM
                                            (Room 603, Level 6)

AN ESP APPROACH TO TEACHING ENGLISH AS A LINGUA FRANCA

Judy Noguchi, Kobe Gakuin University, Japan
A featured speaker representing JACET

A lingua franca has probably never been so important for the peace and prosperity of human society as it is today. The world is so tightly connected that what happens in one corner of the world can affect people on the other side of the globe. Thus, many teachers acknowledge the need to teach English as a lingua franca (ELF), but also express qualms about how to teach it. What is needed is a way to make students aware of the "functions" of ELF and how they can be linguistically expressed. What can be helpful here is the work done in the field of English for specific purposes (ESP). The ESP concept of genre can serve as a valuable guide to the functions that need to be addressed by professional or other forms of specific-purpose discourse. An awareness of the purpose (P) of the text and its audience (A) will delineate the information (I) to be included and the language features (L) needed to express the intended functions. Making learners aware of the PAIL of texts can help them cope with other genres as they continually expand their language repertoire.

PARALLEL SPEAKER 139   **Wednesday, 14 March, 2018**
                                            11:20 AM - 11:50 AM
                                            (Room 604, Level 6)

EVALUATING THE EFFICACY OF APPLICATION-BASED TESTS AT THE TERTIARY LEVEL

Padmini Shankar Kankata, The English and Foreign Languages University, India

This paper attempts to evaluate the efficacy of application-based tests used to assess post-graduate students. It is based on a course titled Exploring the Second Language Classroom offered as part of the M. A. TESL Programme at the English and Foreign Languages University, Hyderabad, India. Two application-based tests – at mid-semester and the end of the semester – are evaluated from three perspectives – test-takers, test-setter and rater and subject experts – ensuring triangulation of data. Eleven students, five subject experts and the test-setter and rater (the course tutor) participated in the study. A feedback tool is used to evaluate the tests on the following parameters: a) level of challenge b) relevance to the topic/s discussed and c) interest quotient. Participants rate each question on a scale of 5 -1 where 5 is the highest and 1 is the lowest. They are also encouraged to provide information related to test-taking e.g. test anxiety. The data gathered after the mid-semester test feed into the test created at the end of the semester. Findings reveal that application-based tests maximize learning and provide better evidence of achievement of learning outcomes. The study has implications for teacher learning in adjusting assessment tools

PARALLEL SPEAKER 140   **Wednesday, 14 March, 2018**
                                            11:20 AM - 11:50 AM
                                            (Room 605, Level 6)

A GENRE-BASED APPROACH TO DEVELOPING ACADEMIC PRESENTATION COMPETENCE IN AN EAP CLASSROOM

Sabina Ho Yan Mak, Centennial College, Hong Kong

Literature on the development of academic presentation (AP) competence shows that, learners are expected to develop specific roles and advanced skills for intellectual exchange and construction of new knowledge (e.g. demonstrating personal voice). Recent studies investigating AP as a genre also demonstrate its unique linguistic and discourse features for achieving these communicative functions (e.g. employing features in information packaging). Despite calls for applying research findings to instructional design, there's still a scarcity of evidence-based instruction. To fill this gap, this study investigated a genre-based model to developing AP competence in an EAP classroom. This proposed model aimed to develop learners' abilities in transferring knowledge of AP as a genre into practice, so as to enhance their competence in intellectual exchange. It consisted of awareness-raising activities, discourse-analysis tasks, focused tasks and a designated feedback and evaluation mechanism. The participants (N=82) were undergraduates taking an EAP course in Hong Kong. The findings from quantitative and qualitative data sources (e.g. pre- and post-course performance tests, semi-structured interviews) show that, at the end of the course, there was a statistically significant increase in their performances and the interviewees reported better understanding of the relevant advanced skills.

INVITED SPEAKERS

INVITED SPEAKER 12   **Wednesday, 14 March, 2018**
                                            14:00 PM - 14:50 PM
                                            (Auditorium)

INNOVATING TEACHER DEVELOPMENT: TRANSFORMATIVE TEACHER EDUCATION THROUGH CLASSROOM INQUIRY

Anne Burns, University of New South Wales, Australia

In this presentation, I suggest that "being" or person-based concepts of teacher education such as classroom inquiry can be transformative, in contrast to the "thing" or content-based approaches that dominate in many contexts. I argue that "being"-centred teacher education fosters "social capital" through networks of relationships between teachers, their schools and their learners, leads to sustained teacher learning, and has greater impact in the workplace. The specific innovation I use to illustrate my argument is teacher inquiry through action research, and I draw on two case studies: a national action research program in Australia, and a technology-focused international program involving teachers from Europe, the Middle East and the Asia-Pacific region. I analyse the two cases in terms of their capacity to show innovation using a model of educational change proposed by Kennedy (2013). Finally, the relative advantage of action research as a teacher education innovation will be discussed, as well as implications for managers and teacher educators interested in facilitating teacher inquiry.

REFLECTIVE PRACTICE IN TESOL: A REFLECTION

Thomas Farrell, Brock University, Canada

Reflective practice is popular in many professions including Education with most educators agreeing that some form of reflection is desirable. However, there is still no agreement on what reflective practice is or what its real benefits are. Within the field of teaching English to speakers of other languages (TESOL) reflective practice has reached a status of orthodoxy but as in the field of general Education questions have been raised about what it is and how it benefits teachers, it is time to revisit this important concept to see if it lives up to its new status. This talk appraises research conducted and published in academic journals in the past seven years on the practices that encourage TESOL teachers to reflect through a new reflective practice framework that has five stages. The talk also attempts to answer such questions as will engaging in reflective practice improve the quality of teaching or lead to better teaching performance.

Panel Discussion and Conference Round-Up   **Wednesday, 14 March, 2018**
15:00 PM - 15:40 PM
(Auditorium)