54th RELC International Conference and 5th Asia-Pacific LSP and Professional Communication Association Conference

Teaching and Learning of English for Academic, Professional and Other Purposes in the Digital Era
11 - 13 March 2019

PROGRAMME

Supported by:

Conference Secretariat
SEAMEO Regional Language Centre
30 Orange Grove Road, Singapore 258352
Website: http://www.relc.org.sg/facilities/conference-events-2019

(SEAMEO RELC may, at its discretion, revise the programme if the need arises.)
Our Philosophy

We believe that language education will lead to an improved quality of life for people in the region and to greater international cooperation.

Our Mission

We are dedicated to the development of language education in the region and the promotion of international cooperation among language professionals.
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Scan for access to the soft copy of the programme and abstracts
Visit https://www.relc.org.sg/facilities/conferences-events-2019 for more details
AIMS OF THE CONFERENCE

The 54th RELC International Conference and 5th Asia-Pacific LSP & Professional Communication Association Conference aims to bring together researchers, university lecturers, school teachers, teacher educators to discuss and share their best practices and research findings in language education, pertaining to English language teaching, English as a Medium of Instruction, English for Academic Purposes, and English for Specific Purposes.

TOPIC AREAS

• English for Academic Purposes (EAP)
• English for Professional Purposes (EPP)
  o Professional communication
• English for Specific Purposes (ESP)
• English as Medium of Instruction (EMI)
• English as an International Language (EIL)
  o English for intercultural communication
  o English as a lingua franca
• English Language Teaching (ELT)
  o English language curriculum design and implementation
  o English language materials development
  o Current trends in teaching approach and pedagogy
• New technologies and digital learning in English education
• Language teacher education
• Research in EAP, EPP, ESP, EMI, EIL and ELT
<table>
<thead>
<tr>
<th>Time</th>
<th>Date</th>
<th>Monday 11 March</th>
<th>Tuesday 12 March</th>
<th>Wednesday 13 March</th>
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<tbody>
<tr>
<td>07:45 – 08:30</td>
<td></td>
<td>Registration</td>
<td>Invited Speakers (9-10)</td>
<td>Workshop Sessions by Invited</td>
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<tr>
<td>09:00 – 09:30</td>
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<td>Opening Ceremony</td>
<td>Coffee Break</td>
<td>Speakers (WA-WH)</td>
</tr>
<tr>
<td>09:35 – 10:05</td>
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<td>Reception</td>
<td>Parallel Sessions (60-73)</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>10:15 – 11:05</td>
<td></td>
<td>Invited Speakers (1-2)</td>
<td>Parallel Sessions (74-88)</td>
<td>In Conversation with Invited</td>
</tr>
<tr>
<td>11:15 – 11:45</td>
<td></td>
<td>Parallel Sessions (1-14)</td>
<td>Lunch B</td>
<td>Speakers (C1-C3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lunch A</td>
<td>Workshop Sessions (TA-TO)</td>
<td></td>
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<tr>
<td>11:55 – 12:40</td>
<td></td>
<td>12:45–13:30</td>
<td>Parallel Sessions (89-103)</td>
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<tr>
<td>14:45 – 16:05</td>
<td></td>
<td>15:30–15:50</td>
<td>Workshop Sessions (32-44)</td>
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<tr>
<td>15:45 – 16:45</td>
<td></td>
<td>16:00–16:40</td>
<td>Invited Speakers (6-8)</td>
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<td>16:55 – 17:45</td>
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</tbody>
</table>
PROGRAMME

SUNDAY, 10 MARCH

13:30 - 18:30 Collection of conference materials by overseas/local speakers and participants

MONDAY, 11 MARCH

07:45 - 08:30 Collection of conference materials by overseas/local speakers and participants

08:30 - 08:45 Guests and participants are kindly requested to take their seats in the Auditorium

09:00 - 09:30 OPENING CEREMONY

Welcome and Opening Remarks by Ms Susan Leong
Centre Director, SEAMEO Regional Language Centre

Speech by Assoc Prof Christoph Hafner
City University of Hong Kong
and President of Asia-Pacific LSP & Professional Communication Association

Opening Address by Mr Sng Chern Wei
Deputy Director-General of Education (Curriculum)
Ministry of Education, Singapore and Chair, RELC Governing Board

09:35 - 10:05 Reception

(Auditorium)

(Levels 1 & 2)
## PROGRAMME

### MONDAY, 11 MARCH

#### INVITED SPEAKERS

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 10:15 - 11:05 | **Transformative Language Teacher Education in an Age of Disruption: A Singapore Model**  
**Low Ee Ling**  
Chair: Marie Yeo  
(Auditorium) |
| 11:15 - 11:45 | **Teaching Visual Literacy in ESP**  
**Jean Parkinson**  
Chair: Thoai Ton  
(Rooms 506 - 508) |

#### PARALLEL SESSIONS

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 11:15 - 11:45 | 1 **An EAP Course for All Undergraduates at HKU: Diversity & Challenges**  
**Parco M-T Wong & Natalie Fong**  
(Tanglin Room 1) |
|           | 2 **Adolescent English Learners’ Cognitive Engagement in Writing while Using an Automated Content**  
**Cynthia Lee**  
(Tanglin Room 2) |
|           | 3 **An Exploration of L1 Translation in Collocation Learning by Japanese Learners**  
**Emi Davis**  
(Room 501) |
|           | 4 **English Writing Motivation and Corpus Consultation for Revision: Case Studies**  
**Chi-Chun Chen & Hsien-Chin Liou**  
(Room 502) |
|           | 5 **Drama in Reading & Writing**  
**Anissa Ferdaus Md Salleh, Sophia Lo Sing Hui & Farhana Osman**  
(Room 503) |
|           | 6 **Shadowing as Second Language Practice: A Guide for Shadowing Variations**  
**Yo Hamada & Kazuya Kito**  
(Room 504) |
|           | 7 **Teaching 'Standard' EFL: The Use of World Englishes in the EFL Classroom**  
**Alex Baratta**  
(Room 506) |
|           | 8 **University Teachers’ Use of L1 in the L2 Classroom**  
**Kawamoto Julia Mika**  
(Room 507) |
|           | 9 **A Process-Oriented, Genre-Based Approach to Digital Literacies in LSP**  
**Christoph A Hafner**  
(Room 508) |
## PROGRAMME

### MONDAY, 11 MARCH

#### PARALLEL SESSIONS

<table>
<thead>
<tr>
<th>Session Time</th>
<th>Session Number</th>
<th>Title</th>
<th>Authors/Co-authors</th>
<th>Room/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:15 - 11:45</td>
<td>10</td>
<td>Teaching Intercultural Communication in a Technical Writing Course: Interrogating Language and Culture</td>
<td>Ana Codita &amp; Gusztav Demeter</td>
<td>Room 601</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>‘I am just saying maybe …’: Engagement in Dissertation Defenses</td>
<td>Ken Lau</td>
<td>Room 602</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Re-engineering Plurilingualism in Multilingual Nepal: An Education Framework</td>
<td>Ram A Giri</td>
<td>Room 603</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Standardized Homework Practices in English Language Teaching: Experiences of Primary School Teachers</td>
<td>Benjamin Luke Moorhouse</td>
<td>Room 604</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>EMI in Korean High School Settings: An Analysis of Policies and LREs</td>
<td>Jiye Hong &amp; Helen Basturkmen</td>
<td>Room 605</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>11:55 - 12:40</td>
<td>Level 2</td>
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<tr>
<td>12:50 - 13:35</td>
<td>Levels 1 &amp; 5</td>
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</table>

#### Materials Exhibition
- Lunch A/Lunch B
- Viewing of Library Display

### INVITED SPEAKERS

<table>
<thead>
<tr>
<th>Session Time</th>
<th>Session Number</th>
<th>Topic</th>
<th>Author/Co-authors</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:45 - 14:35</td>
<td>3</td>
<td>Digital Literacy in ELT: Myths, Realities and Practicalities</td>
<td>Hanan Khalifa (Cambridge Assessment English)</td>
<td>Auditorium</td>
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<tr>
<td></td>
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<td></td>
<td>As Hanan Khalifa is unable to travel for the conference, her plenary paper will be presented by her colleague from Cambridge Assessment English, Graeme Harrison.</td>
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<td>Chair: Jeffrey Mok</td>
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</tr>
<tr>
<td>13:45 - 14:35</td>
<td>4</td>
<td>Does Language Standardisation Lead to Discrimination and Marginalisation?</td>
<td>Ahmar Mahboob</td>
<td>Rooms 503 &amp; 504</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chair: Roby Marlina</td>
<td></td>
</tr>
<tr>
<td>13:45 - 14:35</td>
<td>5</td>
<td>Writing for Academic Journals in the Digital Era</td>
<td>Brian Paltridge</td>
<td>Rooms 506 - 508</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Chair: Christoph Hafner</td>
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</tbody>
</table>
MONDAY, 11 MARCH

JOINT PARALLEL SESSIONS
14:45 - 15:35

15 Who Benefits from Using an Online Writing Support Tool for Research Articles? 
*Atsushi Mizumoto, Sei Sumi, Kosuke Sugai & Ken Urano*
(Tanglin Room 1)

16 Tips to Teach Writing and Logical Thinking Skills in EAP Courses
*Madoka Kawano*

17 Applicability and Practicality of Employing Blended Learning
*Dang Trung Dung*
(Tanglin Room 2)

18 Transition from EAP to ESP among Japanese University Students
*Sachiko Takahashi*

19 A Needs Analysis: Designing English Listening Material for Students of Secretary Class
*Rahmayani Kadir, Rafiah Nur, Andi Tri Putri Kusuma Wardani & Ricky Ferdhian*
(Room 501)

20 Making the Case for EST Teacher Development Programmes in India
*Santosh Mahapatra*

21 Reading Fluency Development by One-Semester Extensive Reading
*Kazuma Fujii*
(Room 502)

22 Evaluating a Reading Comprehension Curriculum and Factors Predicting Reading Comprehension Performance
*Fong Pei Yi*

23 How Do Expert Raters Maintain Rating Quality in Research-Abstract Writing Assessment?
*Ally Ming-chia Lin*
(Room 503)

24 Knowledge Dissemination in Academic Contexts
*Maurizio Gotti*
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MONDAY, 11 MARCH

JOINT PARALLEL SESSIONS
14:45 - 15:35

25 Pre-Service Teachers' English Language Proficiency through CEFR-J Self-Assessment and Confidence Levels

_Masanori Tokeshi_ (Room 504)

26 EMI in a Japanese University—Analyzing Two Perspectives

_Sawako Matsugu & James Carpenter_ (Room 506)

27 Facilitating Teaching of English for Academic Purposes: Insight from Students' Learning

_Natalie Fong & Kevin Wai Ho Yung_ (Room 507)

28 Using Computational Thinking to Enhance Student's Problem Solving

_Roslee Bin Jalie_ (Room 508)

29 Engaging Dentistry Students with Disciplinary Literacy: A Stakeholder’s Perspectives

_Greg Chung-Hsien Wu_ (Room 509)

30 Educational Therapists' Perceptions After Training for an Enhanced Reading Comprehension Curriculum

_Chua Minqi_ (Room 508)

31 Reader Response to Text Adaptation: The Study of Omani Undergraduate Business Students

_Larysa Nikolayeva_ (Room 508)

32 Integrating English Language Teaching with Engineering Education

_Mimi Nahariah Azwani Mohamed_ (Room 508)

33 Multilingual International Students in the EAL Context: An Exploratory Study

_Ju Chuan Huang_ (Room 601)

34 Multiple Intelligences based English Teaching: A Practical Framework

_Pham Thi Thuy Dung_ (Room 601)
PROGRAMME

MONDAY, 11 MARCH

JOINT PARALLEL SESSIONS

14:45 - 15:35  35 Use of Self-Promotional Genres by Japanese Artists
Atsuko Misaki & Judy Noguchi

36 The Study of Language Variation of Kendama Communities on Social Media Network
Hiroe Tanaka

37 Effective Application of CLIL Theory to a Japanese ESL Literature Course
Yuki Namiki & Ito Kana

38 Can Plagiarism Detection Software Help English Learners Become Honest Writers?
Carissa Young

39 Cognitive Load of EFL/ESL Learners in an EMI Setting: An Exploratory Study
Abdul Razeed & Mark Fraser

40 Exploring Summary Structure to Teach ‘Exposition’: Guidelines for Intermediate Level Academic Writing
Vrishali Ingle Patil & Lina Mukhopadhyay

41 Effects of First Language in English Classrooms on EFL Teachers and Learners
Nguyen Thi Thanh Thuy

42 Student Perception of E-Learning Academic English Course
Nurmala Elmin Simbolon

43 A Portfolio of Research, Analytical and Writing Skills
Foo Khim Youn Justina & Valerie Ong

44 Mind the Reading Gap
Tan Gek Hong Angela, Shanti Prakash & Mok Song Imm

15:45 - 16:05 Coffee Break (Levels 1 & 2)
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<th>Session</th>
<th>Title</th>
<th>Speaker(s)</th>
<th>Room</th>
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<tbody>
<tr>
<td>16:15</td>
<td>Quizlet for a Review</td>
<td>Saranyaraja Muthumaniraja</td>
<td>Tanglin Room 1</td>
</tr>
<tr>
<td>16:45</td>
<td>Language Teaching in the Workplace: Pathway to Professionalism in the Aviation Industry</td>
<td>Paneeta Nitayaphorn (Featured speaker representing Thailand TESOL)</td>
<td>Tanglin Room 2</td>
</tr>
<tr>
<td>16:15</td>
<td>Students’ Citing Strategies and Abilities in a Year 1 Health Sciences Essay</td>
<td>Rosemary Wette</td>
<td>Room 501</td>
</tr>
<tr>
<td>16:45</td>
<td>Design Considerations in Developing a Gamified Grammar Application</td>
<td>Lee Chien Ching</td>
<td>Room 502</td>
</tr>
<tr>
<td>16:15</td>
<td>Best Practice in Online ELT Delivery</td>
<td>Ana Bratkovic</td>
<td>Room 503</td>
</tr>
<tr>
<td>16:45</td>
<td>A Case for Digital Storytelling in English Language Teaching and Learning</td>
<td>Phillip Towndrow</td>
<td>Room 504</td>
</tr>
<tr>
<td>16:15</td>
<td>Leveraging on Technology to Teach Writing</td>
<td>Caroline Chan &amp; Ng-Lee Wen Yen</td>
<td>Room 506</td>
</tr>
<tr>
<td>16:45</td>
<td>Teaching Content Obligatory Language Applying Semantics from Legitimation Code Theory</td>
<td>Mark Brooke</td>
<td>Room 507</td>
</tr>
<tr>
<td>16:15</td>
<td>A Corpus-Based Study of Popular Song Lyrics for ELT</td>
<td>Hsien-Chin Liou &amp; Hao-Ting Lee</td>
<td>Room 508</td>
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<tr>
<td>16:45</td>
<td>Needs Analysis: Graduate Students’ Communication Concerns</td>
<td>Sujata Surinder Kathpalia, Kenneth Ong &amp; Alvin P Leong</td>
<td>Room 601</td>
</tr>
<tr>
<td>16:45</td>
<td>Using L1 to Teach EAP/ESP at a British University: An Ethnographic Perspective</td>
<td>Siew-Peng Lee</td>
<td>Room 602</td>
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MONDAY, 11 MARCH

PARALLEL SESSIONS

16:15 - 16:45

56 Perspectives of Mainstream Students with Special Educational Needs on Inclusion
   *Siti Mariam*
   (Room 603)

57 The Power of Criticality in an EAP Classroom
   *Robert Higgins*
   (Room 604)

58 Researching and Teaching Effective Nursing Handover Communication in a Hong Kong Hospital
   *Jack Pun*
   (Room 605)

59 Coping with Anxieties of Meeting with New Friends Online: A Taiwan-France Telecollaboration
   *Sa-hui Fan*
   (Learning Space)

INVITED SPEAKERS

16:55 - 17:45

6 Artificial Intelligence: Changing the Face of Formative and Summative Assessment
   *Rose Clesham (Pearson Education)*
   Chair: Jeffrey Mok
   (Auditorium)

7 The Use of Technology in Second Language Reading Research: Insights from Eye-tracking
   *Ana Pellicer-Sanchez (UOL)*
   Chair: Thoai Ton
   (Rooms 503 & 504)

8 A Test Development Model for Developing Localised, and Local Tests
   *Johanna Motteram (British Council)*
   Chair: Steven Tan
   (Rooms 506 - 508)
## PROGRAMME

### TUESDAY, 12 MARCH

#### INVITED SPEAKERS

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<tr>
<th>Time</th>
<th>Speaker</th>
<th>Title</th>
<th>Room</th>
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<tbody>
<tr>
<td>09:00 - 09:50</td>
<td><strong>The CEFR and Language Learning in the Digital Era: Challenges and Opportunities</strong></td>
<td><strong>Bernd Ruschoff (Geothe-Institut Singapore)</strong></td>
<td>Auditorium</td>
</tr>
<tr>
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<td>Chair: Jeffrey Mok</td>
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<tr>
<td>10:00 - 10:20</td>
<td><strong>Integrating EIL, WE, and ELF Paradigms in Teaching English for Global Communication</strong></td>
<td><strong>Nobuyuki Hino</strong></td>
<td>Rooms 506 - 508</td>
</tr>
<tr>
<td></td>
<td>Due to unforeseen circumstances, Nobuyuki Hino is unable to attend the conference</td>
<td>Chair: Roby Marlina</td>
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#### PARALLEL SESSIONS

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<th>Speaker</th>
<th>Room</th>
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<tr>
<td>10:30 - 11:00</td>
<td>Image, Text and Story: Using Graphic Novels in the Classrooms</td>
<td><strong>Tulika Kakkar</strong></td>
<td>Tanglin Room 1</td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>Dialogic Teaching and the Challenge for Materials Design</td>
<td><strong>Andrew Littlejohn</strong></td>
<td>Tanglin Room 2</td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>Using Instagram to Help Japanese Students</td>
<td><strong>Simon Park</strong></td>
<td>Room 501</td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>Raising Genre Awareness in a Japanese-to-English Translator Training Class</td>
<td><strong>Shoji Miyanaga, Judy Noguchi &amp; Atsuko Misaki</strong></td>
<td>Room 502</td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>Evaluating the Presentation of Workplace Talk in Contemporary Business English Textbooks</td>
<td><strong>Clarice Chan</strong></td>
<td>Room 503</td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>Engaging Digital Natives - ICT in the English</td>
<td><strong>Mumtaj Menon-Ibrahim &amp; Sim Xin Yi</strong></td>
<td>Room 504</td>
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<tr>
<td>No.</td>
<td>Title</td>
<td>Speaker(s)</td>
<td>Room</td>
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<tr>
<td>66</td>
<td>Word Lists for Academic Purposes in Digital Teaching and Learning</td>
<td>Averil Coxhead</td>
<td>506</td>
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<tr>
<td>67</td>
<td>TOEIC IP (L&amp;R) and L2 Writing Lexical Sophistication: An Exploratory Study</td>
<td>Masakazu Mishima</td>
<td>507</td>
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<tr>
<td>68</td>
<td>Enabling Factors for Special Needs Support in Mainstream Singapore Schools</td>
<td>Elizabeth Ow Yeong Wai Mang</td>
<td>508</td>
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<tr>
<td>69</td>
<td>Task Analysis of Engineering Research for a Blended, Genre-Based Graduate Course Redesign</td>
<td>Adam Turner</td>
<td>601</td>
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<tr>
<td>70</td>
<td>EAP at Kyushu University in Japan: 30 Years of ELT</td>
<td>Toshihiro Shimizu</td>
<td>602</td>
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<td><em>(Featured speaker representing JACET)</em></td>
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<tr>
<td>71</td>
<td>Preparedness for Learning and Using ESP: Voices from Academic and Professional Settings</td>
<td>Hanan Al Kandari &amp; Tayba Al Hilali</td>
<td>603</td>
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<tr>
<td>72</td>
<td>Project TEXTures: The Power of Team Teaching and Multiple Genres</td>
<td>Liew Pei Li &amp; Tommie Chen Shiong Chuk</td>
<td>604</td>
</tr>
<tr>
<td>73</td>
<td>Using Corpus Based Approach to Enhance the Writing Skills of EFL Learners</td>
<td>Udaya Muthyala</td>
<td>605</td>
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TUESDAY, 12 MARCH
PARALLEL SESSIONS

11:10 - 11:40

74 How to Utilize Information from the Internet Effectively through EFL Group Work
   Emika Abe, Toshiko Sugino & Mami Ueda
   (Tanglin Room 1)

75 Devising FaceBloom Activities for English Language Radio Broadcast
   Su Khine Oo
   (Tanglin Room 2)

76 The Effect of an Online Glossing System on EFL Vocabulary Learning
   Kei Miyazaki
   (Room 501)

77 English Communication between Medical Doctors and International Patients on Campus in Taiwan
   Amy Wei-Jene Chen
   (Room 502)

78 ELF-Aware Pedagogy: Speaking and Critical Writing Utilizing Internet Videos
   Paul McBride
   (Room 503)

79 Using Narrow Viewing to Foster Content and Vocabulary Gain from TED Talks
   Chi-Duc Nguyen
   (Room 504)

80 Enriching Creative Writing with Videos
   Ng Boon Sin & Margaret Teo Kar Sze
   (Room 506)

81 Reading Diagnosis among Filipino ESL Learners: A Meta-Analysis
   Kim Cathleen Mercado-Santos
   (Room 507)

82 Teacher Agency in Technology-Mediated Instruction in the Thai EFL Context
   Thitirat Suwannasom
   (Room 508)

83 Motivation for and Engagement in Production Tasks among Japanese University Students
   Satoko Suzuki
   (Room 601)

84 Adverse Effects of Loan Words in Japanese for Japanese Learners of English
   Yasunari Harada
   (Room 602)
# PROGRAMME

## TUESDAY, 12 MARCH

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<th>Room</th>
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<tr>
<td>11:10 - 11:40</td>
<td>The Tolerance of English Instructors towards the Thai-English Accent and Grammatical Errors</td>
<td>Room 603</td>
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<td>Varisa Osatananda &amp; Parichart Salarat</td>
<td></td>
</tr>
<tr>
<td>11:50 - 12:35 / 12:45 - 13:30</td>
<td>Improving Indonesian EFL Students' Speaking Ability through Topic Based-Paired Conversation</td>
<td>Room 604</td>
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<td></td>
<td>Rahmatullah Syaripuddin, Ammang Latifa, Wahyunida Damier &amp; Abd Wahhab Syulpia S</td>
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<tr>
<td>13:40 - 14:40</td>
<td>Language Attitudes of Adolescent Filipino Bilingual Language Learners towards English and Filipino Languages</td>
<td>Room 605</td>
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<td></td>
<td>Rochelle Irene Lucas</td>
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<tr>
<td>15:00 - 16:00</td>
<td>Implementing Corpora in ESL Classes</td>
<td>Learning Space</td>
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<td></td>
<td>Mastoor Al Kaboody</td>
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</tbody>
</table>

11:50 - 12:35 / 12:45 - 13:30 Lunch B/Lunch A (Level 2)
12:45 - 13:30 Materials Exhibition (Levels 1 & 5)
13:30 - 14:15 Viewing of Library Display (Level 4)

### WORKSHOP SESSIONS

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshop</th>
<th>Room</th>
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<tbody>
<tr>
<td>13:40 - 14:40</td>
<td>A Telecollaborative Project: Penpals Across Borders</td>
<td>Tanglin Room 1</td>
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<tr>
<td></td>
<td>Francesca Phoebe Wah, Tina Ng &amp; Salimatul Saada Saleh</td>
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<td></td>
<td>Using Augmented Reality to Enhance English Language Proficiency of EFL Students</td>
<td>Tanglin Room 2</td>
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<td>Wasan Tengkuan</td>
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<td></td>
<td>Interaction Beyond Cultural Diversity (IBCD)</td>
<td>Room 502</td>
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<td></td>
<td>Emiliya Malinova</td>
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<td></td>
<td>What do English Teachers Need to Learn?</td>
<td>Room 503</td>
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<td></td>
<td>Developments in Initial Teacher Education</td>
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<td></td>
<td>Hanan Khalifa (Cambridge Assessment English), Graeme Harrison &amp; Amrien</td>
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<td>Hamila Maarop *Hanan Khalifa is unable to attend the conference</td>
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<td>Training EFL Writers to Correct Errors with Corpus Tools</td>
<td>Room 504</td>
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<td>Ying-Hsueh Cheng</td>
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<td>Time</td>
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<td>13:40</td>
<td>TF</td>
<td>Experiencing Discursive Writing as a Process</td>
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<td>TG</td>
<td>Raising Teacher Awareness on Task Complexity to Teach &amp; Assess ESL Summaries</td>
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<td>TH</td>
<td>Technology in Extensive Reading Programs: Teaching Tools and Troubleshooting</td>
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<td>TI</td>
<td>Hobbits or Habits: A Practical Workshop for Enhancing Listening Skills Using Shadowing</td>
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<td>TJ</td>
<td>Teaching and Testing Spoken English in Japan – An Alternative Longitudinal Approach</td>
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<td>TK</td>
<td>Mentor Text and Visible Thinking Routines for Struggling EL Learners</td>
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<td>TL</td>
<td>Helping English Language Learners Respond Creatively to Literary Texts with E-Learning Tools</td>
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<td>TM</td>
<td>How to Select Beautifully ‘RICH’ Texts for Teaching &amp; Testing Reading Comprehension</td>
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<td>Digitization of LAN ECSCS Test</td>
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<td>TO</td>
<td>Enhancing Students Understanding of Texts through 'Kahoot', Flipped Learning and Thinking Routines</td>
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<td>TP</td>
<td>Planning an English Language Lesson</td>
</tr>
</tbody>
</table>
PROGRAMME

TUESDAY, 12 MARCH
PARALLEL SESSIONS
14:50 - 15:20

89 Measuring Japanese Learners’ English Ability: The Role of Cambridge English
   Kingo Shiratori & Cotter J Matthew (Tanglin Room 1)

90 Honing Listening Comprehension Skills through the Use of SLS
   Stephanie Wong, Oei Hun Ling, Nor Lizawati Bte Mohd Tahir & Alfred Liu Hao Wei (Tanglin Room 2)

91 Facilitating Intercultural Awareness through Dialogic L2 Reading and Writing Online
   Chris Harwood (Room 501)

92 Joy of Learning. What About Joy of Reading?
   Sally Ann Jones (Room 502)

93 The Use of Assigned Class Readers with an Online Extensive Reading Program
   Naeko Naganuma & Patrick Dougherty (Room 503)

94 An SFL-Oriented Approach for Evaluating Japanese ESL Undergraduate Students’ Genre-Based Academic Essay
   Akiko Nagao (Room 504)

95 Pedagogic Discourse Differences in American and Japanese Lectures: Evidence from Corpora
   Nilson Kunioshi & Judy Noguchi (Room 506)

96 Strategies for Dealing with Language Issues During Disciplinary Teaching
   Helen Basturkmen (Room 507)

97 The Effects of Focused Written Corrective Feedback on EFL Learners’ Accuracy Development
   Akihiko Sumida (Room 508)

98 Examining the Benefits and Limitations of Flipped Adult ESL Programs
   Geoff Lawrence (Room 601)
<table>
<thead>
<tr>
<th>TIME</th>
<th>SESSION</th>
<th>ROOM</th>
<th>SPEAKER(S)</th>
</tr>
</thead>
</table>
| 14:50 - 15:00| Integrating Multimodality: Principles of a Re-imagined English Language Curriculum | Room 602 | Alexius Chia & Caroline Chan
|              | Japanese University Students’ Use of Digital Technology and Learning Preferences | Room 603 | Kristin Armitage & Mutsuko Nagasaki
|              | Facilitating Interdisciplinary Collaboration in Writing in the Sciences: A Philippine University Case | Room 604 | Marella Therese Tiongson
|              | FRELE-TH Based on CEFR: Basis for English Educational Reform | Room 605 | Kulaporn Hiranburana
|              | Visual Methodologies in Academic Writing Classes: Developing Research Questions through Photo-Elicitation | Learning Space | Joanne O Yu

15:30 - 15:50 Coffee Break

16:00 - 16:40 In Conversation with Invited Speakers

C1 Language Learning and Assessment in the Digital Era
   Ana Pellicer-Sanchez, Rose Clesham & Bernd Ruschoff
   Chair: Marie Yeo
   (Tanglin Rooms 1 & 2)

C2 Englishes: New Perspectives, New Paradigms
   Nobuyuki Hino & Ahmar Mahboob
   *Due to unforeseen circumstances, Nobuyuki Hino is unable to attend the conference
   Chair: Roby Marlina
   (Rooms 503 & 504)

C3 LSP in the Digital Era
   Brian Paltridge & Jean Parkinson
   Chair: Christoph Hafner
   (Rooms 506 - 508)
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Speaker</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>09:00 - 10:00</td>
<td>WA</td>
<td>Going Mobile: Introducing Computer Mediated Communication into the Business English Classroom</td>
<td>Catherine Nickerson</td>
<td>(Tanglin Rooms 1 &amp; 2)</td>
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<td></td>
<td>WB</td>
<td>The Trajectories of EAP Practitioners in the Digital Age: How Agency Matters</td>
<td>Cynthia White</td>
<td>(Room 502)</td>
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<td></td>
<td>WC</td>
<td>Stance in Undergraduate Student Writing in Science: Use of Personal Pronouns and Modality</td>
<td>Jean Parkinson</td>
<td>(Room 503)</td>
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<tr>
<td></td>
<td>WD</td>
<td>Principles in Vocabulary Teaching and Learning</td>
<td>Ana Pellicer-Sanchez</td>
<td>(Room 504)</td>
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<tr>
<td></td>
<td>WE</td>
<td>Digital Tools, Language Learning and Digital Literacies in the 21st Century Language Classroom</td>
<td>Bernd Rueschoff</td>
<td>(Rooms 506 &amp; 507)</td>
</tr>
<tr>
<td></td>
<td>WF</td>
<td>OSGD (Observed Small Group Discussion): An Activity for Teaching Interactive EIL Skills</td>
<td>Nobuyuki Hino</td>
<td>(Room 508)</td>
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<td><em>Due to unforeseen circumstances, Nobuyuki Hino is unable to attend the conference</em></td>
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<td>WG</td>
<td>Publishing from a PhD</td>
<td>Brian Paltridge</td>
<td>(Room 602)</td>
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<tr>
<td></td>
<td>WH</td>
<td>Projects in Appliable Linguistics</td>
<td>Ahmar Mahboob</td>
<td>(Rooms 603 &amp; 604)</td>
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<tr>
<td>10:10 - 10:30</td>
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<td>Coffee Break</td>
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<td>(Levels 1 &amp; 2)</td>
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<td>Session</td>
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<tr>
<td>104</td>
<td>Student vs. Teacher Reactions to Teaching English in English (TEE)</td>
<td>Chiaki Iwai &amp; Takahiro Iwanaka</td>
<td>Tanglin Room 1</td>
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<tr>
<td>105</td>
<td>Language Corpora as Tools in Teaching EAP in the Digital Era</td>
<td>Gusztav Demeter &amp; Ana Codita</td>
<td>Tanglin Room 2</td>
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<tr>
<td>106</td>
<td>A Comparison of Intercultural Communicative Competence between Korean and Japanese University Students</td>
<td>Mae-Ran Park</td>
<td>Room 501</td>
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<tr>
<td>107</td>
<td>A Japanese-English Parallel Corpus Study of Police and L2 English</td>
<td>Michael Holsworth</td>
<td>Room 502</td>
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<tr>
<td>108</td>
<td>Critical Reading Strategies for Academic Writing: An Empirical Study</td>
<td>G Suvarna Lakshmi</td>
<td>Room 503</td>
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<tr>
<td>109</td>
<td>Nesi and Gardner’s 13 Genres Applied to Students’ Art and Design Writing</td>
<td>Kara McKeown</td>
<td>Room 504</td>
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<tr>
<td>110</td>
<td>Product and Process in Course Evaluation</td>
<td>Jack Richards</td>
<td>Room 506</td>
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</tr>
<tr>
<td>111</td>
<td>Epistemic Stance in Chinese Advanced EFL Learners’ Scientific Research Writing</td>
<td>Jingjing Wang</td>
<td>Room 507</td>
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<tr>
<td>112</td>
<td>Procedural Discourse in EFL: Case Studies of Japanese Traditional Craft Artists</td>
<td>Mark Hammond</td>
<td>Room 508</td>
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<tr>
<td>113</td>
<td>EFL Learners’ Writing Processes with Machine Translation</td>
<td>Mikie Nishiyama, Noriko Matsuda &amp; Shoma Aota</td>
<td>Room 601</td>
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<tr>
<td>114</td>
<td>A Socio-Ecological Framework for Materials Development in the Digital Era</td>
<td>Sook Jhee Yoon</td>
<td>Room 602</td>
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</tr>
</tbody>
</table>
PROGRAMME

WEDNESDAY, 13 MARCH

PARALLEL SESSIONS

10:40 - 11:10  115  Quantifying the Burden of Japanese Scientists Presenting their Research in English  
Motoko Asano & Judy Noguchi  
(Room 604)

116  Understanding Language Teacher Educators’ Boundary Crossing Experiences in Hong Kong  
Rui Yuan  
(Room 605)

PARALLEL SESSIONS

11:20 - 11:50  117  Discovering Shared Speaker Resources through “Dual” Lingua Franca Tasks in University EMI  
Daniel James & Jana Mari Townsend  
(Tanglin Room 1)

118  Creating a Student-Authored Formulaic Phrase Bank Using GoogleSheets & Authentic, Academic Texts  
Thomas Stones  
(Tanglin Room 2)

119  Measuring Academic Vocabulary Knowledge: Triangulating Measures of Receptive and Productive Knowledge  
Diane Pecorari  
(Room 501)

120  Discovering the Teaching Self: Exploring the Reflective Language of a Capstone Project  
Mark Fraser  
(Room 502)

121  Teaching Emotion Language Use in Writing through Newspaper Genres  
Jonathan Ngai  
(Room 503)

122  Vocabulary Learning in the Age of Internet Television  
Phoebe Lin  
(Room 504)

123  Examining Technology Use in EAP University and College Programs  
Geoff Lawrence  
(Room 506)
## PROGRAMME

### WEDNESDAY, 13 MARCH

#### PARALLEL SESSIONS

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker(s)</th>
<th>Room</th>
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<tbody>
<tr>
<td>11:20</td>
<td>Ensuring International and Industry Standards of Language Proficiency: A Case Study in Aviation English</td>
<td>Kim-Chua</td>
<td>Room 507</td>
</tr>
<tr>
<td>11:50</td>
<td>Ted Talks as Resources of Vocabulary Learning for EFL Students</td>
<td>Gusti Astika</td>
<td>Room 508</td>
</tr>
<tr>
<td>12:00</td>
<td>ESP in the Digital World at Sukhothai Thammathirat Open University (STOU)</td>
<td>Alisa Vanijdee</td>
<td>Room 601</td>
</tr>
<tr>
<td>12:45</td>
<td>Designing an Instructional Framework to Develop EAP Literacy</td>
<td>Peter J Collins &amp; Hiroko Suzuki</td>
<td>Room 602</td>
</tr>
<tr>
<td>13:40</td>
<td>Developing ESP Reading Assessment for Nursing Vocational High School Students</td>
<td>Silvina Anna Marissah &amp; Chuzaimah Dahlan Diem</td>
<td>Room 603</td>
</tr>
<tr>
<td>13:40</td>
<td>Using Youtube Videos to Improve Speaking Skill of Thai EFL Students</td>
<td>Salinda Phopayak</td>
<td>Room 604</td>
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<tr>
<td>13:40</td>
<td>Using Website Design Tools such as Wix to Engage Learners</td>
<td>David Squires</td>
<td>Room 605</td>
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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tr>
<td>12:00</td>
<td>Lunch A/Lunch B</td>
<td>Level 2</td>
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<td>12:55</td>
<td>Materials Exhibition</td>
<td>Levels 1 &amp; 5</td>
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<tr>
<td>13:40</td>
<td>Viewing of Library Display</td>
<td>Level 4</td>
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<tr>
<td>No.</td>
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<tr>
<td>131</td>
<td>13:50 - 14:20</td>
<td>A Hybrid Pedagogical Professional Genre for Novice Construction Engineers in Hong Kong</td>
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<td>132</td>
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<td>Developing EFL Learners' Pragmatic Competence through Systemic Theoretical Instruction: Requesting-in-interaction</td>
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<tr>
<td>133</td>
<td></td>
<td>Inclusive Practices in Teacher Preparatory Programmes: A Study</td>
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<tr>
<td>134</td>
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<td>Attempt to Raise Intercultural Awareness and Competence of Japanese Students</td>
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<td>135</td>
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<td>Development of the EMI Survival List and the Computerized Comprehension Test</td>
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<td>136</td>
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<td>Developing Teachers in a Digital Age</td>
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<td>137</td>
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<td>Academic Writing Revisited</td>
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<td>138</td>
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<td>Effects of Two-Types of Pre-Task Before Dictogloss on the Reconstructed Texts</td>
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<td>139</td>
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<td>An Alternative Assessment to Develop a Confident and Effective Communicator</td>
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<td>140</td>
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<td>The Dynamics of Anonymity and EFL Student Writers' Perception towards Peer Review</td>
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</tbody>
</table>
**PROGRAMME**

**WEDNESDAY, 13 MARCH**

**PARALLEL SESSIONS**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</thead>
</table>
| 13:50 - 14:20 | 141 The Transformative Power of Collaborative Autoethnography (CAE) in Language Learning Research  
*Masuko Miyahara & Akiko Fukao*  
(Room 604) |
|            | 142 Engaging Source Ideas to Discuss Results: Differences between Qualitative and Quantitative Articles  
*Becky Kwan*  
(Room 605) |

**INVITED SPEAKERS**

<table>
<thead>
<tr>
<th>Time</th>
<th>Speaker</th>
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</table>
| 14:30 - 15:20 | 11 Language Teacher Agency in the Digital Age  
*Cynthia White*  
Chair: Marie Yeo  
(Auditorium) |
|            | 12 Mobile and Multidimensional: Flipping the Business English Classroom  
*Catherine Nickerson*  
Chair: Thoai Ton  
(Rooms 506 - 508) |

**PANEL DISCUSSION AND CONFERENCE ROUND UP**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</table>
| 15:30 - 16:10 | “Your Questions Answered” & Panel Discussion  
Panel:  
*Hanan Khalifa, Catherine Nickerson, Cynthia White & Johanna Motteram*  
Moderator: Alvin Pang  
(Auditorium) |
|            | 16:15 Conference Round-up  
(Auditorium) |
|            | 16:25 Coffee |
**PROFILE OF INVITED SPEAKERS**

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Rose Clesham</td>
<td>is the Director of Academic Standards and Measurement, working in Global Assessment at Pearson. Her roles in Pearson have included leading Assessment Design and Research teams, carrying out national and international alignment and benchmarking studies, and presenting at major international conferences. Rose lectures on educational standards, validity and reliability issues both nationally and internationally.</td>
</tr>
<tr>
<td>Professor Nobuyuki Hino (Ph.D.)</td>
<td>is Professor, Graduate School of Language and Culture, Osaka University, Japan. Along with numerous book chapters and journal articles on the teaching of English as an international language (EIL), his latest single-authored book is <em>EIL Education for the Expanding Circle: A Japanese Model</em> (Routledge, 2018).</td>
</tr>
<tr>
<td>Dr Hanan Khalifa</td>
<td>is Head of Research and International Education at Cambridge Assessment: English. She holds a PhD in Language Testing from Reading University and a professional MA from Cambridge University. Her publications include: Action Research, Mixed Methods in Language Testing, Examining Reading, Assessing students with disabilities and Test Development Manual.</td>
</tr>
<tr>
<td>Professor Ee-Ling Low (PhD: Cambridge, U.K.)</td>
<td>is Dean of Teacher Education and Professor of Applied Linguistics and Teacher Learning at the National Institute of Education, Nanyang Technological University. She is internationally renowned for her scholarship in World Englishes, Pronunciation Research and Practice and Teacher Education and is President of the Singapore Association for World Englishes.</td>
</tr>
<tr>
<td>Associate Professor Ahmar Mahboob</td>
<td>is Associate Professor of Linguistics at the University of Sydney, Australia. His work focusses on applications of language science for community improvement, especially in the context of disadvantaged and exploited societies.</td>
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<tr>
<td>![Profi](32x375 to 103x461)</td>
<td>Dr Johanna Motteram is an experienced English language teacher and language assessment specialist based in Singapore. She works with British Council colleagues globally to develop tests and deliver evidence-based programs to support English language learning. She also provides advice on assessment related problems to governments, schools and other stakeholders.</td>
</tr>
<tr>
<td>![Profi](32x288 to 103x372)</td>
<td>Professor Catherine Nickerson is a professor at Zayed University in the United Arab Emirates. She has published widely on English for Specific Business Purposes, mostly recently the Palgrave MacMillan volume <em>Teaching Business Discourse</em> (2019). She is interested in business English as a lingua franca and in the use of mobile technologies.</td>
</tr>
<tr>
<td>![Profi](30x194 to 107x284)</td>
<td>Professor Brian Paltridge is Professor of TESOL at the University of Sydney. His most recent publications are <em>Getting Published in Academic Journals</em> (with Sue Starfield, University of Michigan Press, 2016), <em>The Discourse of Peer Review</em> (Palgrave Macmillan, 2017) and <em>Writing for Research Purposes</em> (Shanghai Foreign Language Education Press, 2018).</td>
</tr>
<tr>
<td>![Profi](29x78 to 104x189)</td>
<td>Dr Jean Parkinson teaches Applied Linguistics and TESOL at Victoria University of Wellington, New Zealand. Her research interests include Language for Specific Purposes, science discourse, and language use in vocational education. Recent publications include articles in English for Specific Purposes, Vocations and Learning and International Journal of Bilingual Education and Bilingualism.</td>
</tr>
<tr>
<td>![Profi](30x466 to 106x564)</td>
<td>Professor Dr Bernd Rüschoff is the Chair in Didactics and Applied Linguistics at Duisburg-Essen University. Research areas: digital tools in language learning, language &amp; culture, bilingual education, corpus linguistics and data-driven learning, competency-oriented principles in language learning. Member of the Professional Network Forum, a think tank of the Council of Europe’s European Centre for Modern Languages, and of a CoE expert group involved in the current launch of the new CEFR Companion Volume. He is a former president of AILA, the International Association for Applied Linguistics.</td>
</tr>
</tbody>
</table>
CONFERENCE HIGHLIGHTS

INVITED SPEAKERS

As in previous years, a select group of distinguished scholars in the field of language education will present plenary papers and workshops at the RELC International Conference. This year, the internationally acknowledged speakers are Rose Clesham, Nobuyuki Hino, Hanan Khalifa, Low Ee Ling, Ahmar Mahboob, Johanna Motteram, Catherine Nickerson, Brian Paltridge, Jean Parkinson, Bernd Rüschoff, Ana Pellicer-Sánchez and Cynthia White.

Associate Professor Ana Pellicer-Sánchez is a Senior Lecturer in Applied Linguistics and TESOL at the UCL Institute of Education. Her research interests centre around the teaching and learning of vocabulary in a second/foreign language. Her most recent research examines the incidental acquisition of single words and multi-word expressions from reading using the eye-tracking methodology. Recent books include Understanding Formulaic Language (Routledge, in press).

Professor Cynthia White is Professor of Applied Linguistics, Massey University, New Zealand. She has published widely on distance and online learning, learner autonomy, learning strategies, and agency and emotion in language learning and teaching. Her most recent work is on the agency of EAP practitioners in transitioning to scholarship.
IN CONVERSATION WITH INVITED SPEAKERS

The three sessions of ‘Conversation with Invited Speakers’ will take place from 16:00 - 16:40 on Tuesday 12 March 2019.

These sessions are designed to enable participants to hear as many Invited Speakers as possible, as well as to interact informally with Invited Speakers on topics of their interest.

Individual tickets are not required for admission to these sessions. However, doors will be closed upon full capacity.

WORKSHOP SESSIONS

Twenty-three workshop sessions will be conducted as follows:

<table>
<thead>
<tr>
<th>Tuesday, 12 March 2019</th>
<th>13:40 – 14:40</th>
<th>Workshops TA – TO</th>
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<tbody>
<tr>
<td>Wednesday, 13 March 2019</td>
<td>09:00 – 10:00</td>
<td>Workshops WA – WH</td>
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</tbody>
</table>

Participants who have made their workshop selections on-line are advised to print out the confirmation email or take a mobile screenshot of the barcode for presentation at the entrance to the workshop venues.

Participants who have not made their on-line selections may seek the assistance of staff at the Conference Registration Counter at Lobby, Level 2, as follows:

- Tuesday, 12 March 2019, from 08:30 onwards
- Wednesday, 13 March 2019, from 08:30 onwards

To avoid disappointment in not securing a seat, participants are advised to make their selections in advance.

PARALLEL SESSIONS

There are one hundred and forty-two Parallel Sessions (including Joint Parallel Sessions) to be given by speakers from within the Southeast Asian region and beyond. Individual tickets are not required for admission to these sessions. However, doors will be closed once capacity is reached.
“YOUR QUESTIONS ANSWERED” & CONFERENCE ROUND UP

The “Your Questions Answered” and Conference Round-up will be held on Wednesday, 13 March 2019, from 15:30-16:15 at the Auditorium. There will be one panel of Invited Speakers for “Your Questions Answered”.

Kindly submit your written questions to the Conference Registration Counter by 11:00 on Wednesday, 13 March 2019 or through the interactive Q&A portal (www.pigeonhole.at), pass code: RELC.

LIBRARY DISPLAY

Materials relevant to the theme of the Conference are on display in the RELC Library, Level 4, RELC Building.

Participants are cordially invited to view the display. The RELC Library is open from 08:30 to 18:00 (Mondays – Fridays).

MATERIALS EXHIBITION

Participants are invited to view the Materials Exhibition at Levels 1 and 5, during the coffee and lunch breaks.

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ACKNOWLEDGEMENTS

The SEAMEO Regional Language Centre and LSP & Professional Communication Association express appreciation to Mr Sng Chern Wei, Deputy Director-General of Education, Ministry of Education, Singapore and Chair, RELC Governing Board for gracing the opening of the 54th RELC International Conference and 5th Asia-Pacific LSP & Professional Communication Association Conference.

The Centre and LSP & Professional Communication Association acknowledge with sincere gratitude the continued goodwill and support of member countries, associate member countries, institutions, organizations and professionals around the world. Grateful thanks are, in particular, expressed to the following sponsors:

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The Centre and LSP & Professional Communication Association also wish to thank the Invited Speakers, Speakers of Parallel and Workshop Sessions and all others who, in one way or another, have contributed to the success of the 54th RELC International Conference and 5th Asia-Pacific LSP & Professional Communication Association Conference.
**WIFI Connection**

- Select ‘RELC_Wireless_Conference’ and click connect
- Once connected, your web browser will automatically launch the ‘Terms and Conditions’ page
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**How to post questions Interactive Q&A**

This session uses Pigeonhole Live for Q&A

Enter https://pigeonhole.at into the address bar of your web browser

Enter event passcode: RELC
1. **Name Tag**
   Please wear your name tag with the lanyard at all times during the Conference for identification purposes and attendance at all sessions. The lanyard and your name tag are also an indication of your lunch choices/timings.

2. **Opening Ceremony**
   Kindly be seated in the Auditorium by 08:45 on Monday, 11 March 2019. For security reasons, participants without name tags or confirmation email of registration will not be allowed entry into the Auditorium. Bags may also be checked before admittance to the Auditorium. We seek your cooperation with the security staff and/or ushers on duty that morning.

3. **Updates on Conference Programme**
   Parallel Session(s) that have been withdrawn will be posted on the Notice Board at Level 1.

4. **Entry to Workshops**
   Participants who have made their on-line selection of workshops are advised to print out the confirmation email or take a mobile screenshot of the barcode for presentation and scanning at the workshop venues. On-line registration for workshops will close by 17:00 on Monday, 11 March 2019.

   Participants who have not made their on-line selections may collect the workshop tickets which are still available for the sessions at the Conference Registration Counter, Level 2, from Tuesday, 12 March 2019. Please note that workshop tickets will be issued on a first-come, first-served basis. To avoid disappointment, participants are advised to make their on-line selections in advance.

5. **Conference Lunches**
   Staggered conference lunches have been planned at Level 2 so as to accommodate all speakers and participants comfortably.

   Please wear your name tags with the lanyard so that the staff on duty can direct you to the correct table according to your dietary preference. It is important that you proceed to the lunch venue at the designated time, as follows:

   **Green (Vegetarian) lanyard (limited to Lunch A)**
   – Lunch A: First seating on 11 and 13 March 2019 and second seating on 12 March 2019

   **Blue (Muslim) & Red (Chinese) lanyards**
   – Lunch A: First seating on 11 and 13 March 2019 and second seating on 12 March 2019
   – Lunch B: First seating on 12 March 2019 and second seating on 11 and 13 March 2019

   We would appreciate your cooperation in leaving as soon as you have finished the first lunch seating, so that the restaurant staff can prepare the tables for the next seating.

   During your ‘free’ lunchtime, do visit the Materials Exhibitions at Levels 1 and 5 or the RELC Library at Level 4.
6. **Drinking Water**
   Water dispensing machines are located on Levels 5 and 6.

7. **Seating Capacity**
   Due to fire regulations, the number of participants for the respective rooms is strictly limited and under no circumstances can we allow an ‘overflow’ in the rooms. We appreciate your understanding and cooperation. Staff have been instructed to turn away participants once the rooms are full.

8. **‘Your Questions Answered’**
   Please submit your written questions to the Conference Registration Counter, Level 2 by 11:00 on Wednesday 13 March 2019 or through the interactive Q&A portal (www.pigeonhole.at), with pass code: RELC. Please refer to page 30 for instruction.

9. **Conference Evaluation**
   We would appreciate it very much if you could complete the on-line Conference Evaluation Form (on the dashboard of the Conference portal).

10. **Conference Updates**
    For conference updates, check the digital signboards, the notice board at Level 1 or notices placed in conference rooms.

11. **Free Access to the RELC Journal**
    A 30-day free access to the RELC Journal is available to all conference participants. Please refer to the announcement in the Conference programme.

12. **Certificates of Attendance**
    Participants/Speakers will need to complete the on-line Conference Evaluation Form in order to print the Certificate of Attendance through the Conference portal.

13. **Wireless Internet Access (WIFI)**
    Free access to wireless internet services will be made available during the duration of the conference. Please refer to page 30 for instruction.

14. **Mobile Phones**
    Please remember to turn on the silent mode for all mobile phones during all ceremonies and presentations, so as not to disturb the speakers and other participants.

15. **Emergencies**
    In the event of any health emergency, please contact the Conference Registration Counter, Level 2, or the Front Desk of the RELC International Hotel, Level 1, for assistance.

16. **RELC Car Park Coupons**
    Single-entry RELC car park coupons are available at a special flat rate of $8 per entry for conference participants/speakers. They can be purchased from the Front Desk, at the RELC International Hotel, Level 1.

17. **Follow us on social media**
    You can follow us on the following platforms:
    
    ![Facebook](https://www.facebook.com/SeameoRELC)
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    ![Twitter](https://twitter.com/seameorelc)
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Some tips for attending paper presentations, conversations with invited speakers and workshops

1. Scan through the programme to see if there is anyone you absolutely don’t want to miss a talk by.
2. Read the abstracts and decide which paper presentations you would like to attend.
3. You may want to mark what is your first choice and second choice of presentations in case the venue for your first choice is full and the organizers are required by regulations to turn you away.
4. Plan a daily timetable of what you would do.
5. Remember pre-selection is required for admission to workshop sessions.
6. Share with other participants what you had gained from attending a particular paper/workshop. Listening to summaries of presentations you were not able to attend could prove useful.

Tips for socializing at the Conference

In addition to socializing with colleagues whom you know, you might want to use this opportunity to meet people from other institutions and countries. In fact, one of the most important parts of a conference is “standing in hallways talking to other professional colleagues, or socializing with them during lunch”.

1. Always remember the first law of socializing: act like a host. This means taking the initiative and introducing yourself to others.
2. If someone gave a talk, then introduce yourself and ask a thoughtful question about some issue that you are curious about or found interesting.
3. Use a mutual acquaintance. It is easier to walk up to a group if you already know one of them.
4. Talk with people at meals. At lunch, meet everyone at your table, find out what they are doing, and tell them what you are doing. Try sitting at a random table with people you don’t know. It might lead to valuable new contacts.
5. If there is someone you particularly want to talk to at the conference, just go up to that person and join or start a conversation.
6. Help others: make introductions and tell others of related work of people they should talk to. Not only is this the right thing to do, but others will remember and will do the same for you.
The RELC Journal is a fully peer-reviewed international journal that publishes original research and review articles on language education. It aims to present information and ideas on theories, research, methods and materials related to language learning and teaching. Within this framework the Journal welcomes contributions in such areas of current enquiry as first and second language learning and teaching, language and culture, discourse analysis, language planning, language testing, multilingual education, stylistics, translation and information technology.

RELC Journal is indexed in:

SCOPUS with a SCImago Journal Rank (SJR) of 0.479 and ranking in the following categories:

- Language and Linguistics: Q1 (129 out of 719)
- Education: Q2 (383 out of 1262)

Web of Science, in the Emerging Sources Citation Index (ESCI)

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LANGUAGE TEACHER EDUCATION COURSES

Master of Arts in Teaching English to Speakers of Other Languages
Master of Arts in TESOL programme is a one-year programme jointly offered by the Victoria University of Wellington, New Zealand and SEAMEO RELC.

Blended Postgraduate Diploma in Applied Linguistics
The Blended Postgraduate Diploma in Applied Linguistics encourages participants to examine their current beliefs about language teaching and equips them with knowledge and skills to teach more effectively.

Advanced Specialist Certificate in Teaching Listening & Speaking
This course develops participants’ understanding of the theoretical bases for the teaching of listening and speaking skills in an English as a Second Language and/or Foreign Language (ESL/EFL) classroom.

Advanced Specialist Certificate in Teaching Reading & Writing
This course deals with the principles, design and procedures in the teaching of reading and writing in ESL/EFL situations as well as in a multimodal world.

Advanced Specialist Certificate in Language Assessment
This course is specifically designed for language instructors and assessors who are interested in understanding and applying both assessment for learning (AfL) and assessment of learning (AoL) within the context of their respective institution’s English language syllabuses or courses.

Specialist Certificate in the Professional Development of Teacher Leaders/Supervisors
This course is meant for teacher leaders and supervisors who are engaged in the planning of language professional development programmes for in-service ELT teachers.

Specialist Certificate in Teaching English as an International Language
This course is specifically designed to raise language educators’ awareness of the recent development of the English language in today’s globalizing/globalized societies, and its implications for using, learning, and teaching English.

APPLICATION
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This course is specially designed for newly-appointed ELT Heads of Department or teachers who need the extra guidance on how to plan effective training programmes that meet the needs of your teachers.

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This course helps to build participants' confidence and skills in using English as a medium of instruction in your subject matter.

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English for Classroom Management
This course aims to equip teachers with the language skills needed for accurate, authentic and idiomatic classroom management in English.

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The course aims to develop participants' English communication skills for cross cultural experiences and have a better understanding of Singapore society and its multi-ethnic culture.

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Present purchase receipt of all 3 books
at the RELC Library to receive a
complimentary RELC Journal Commemorative Edition
Meet the Lecturers Session
Tuesday, 12 March 2019
RELC Library | 12:15 - 12:45pm

MA in TESOL
Master of Arts in
Teaching English to Speakers of Other Languages

In conversation with
Dr Jean Parkinson and Dr Averil Coxhead
The educational landscape is always changing in tandem with new technologies and learning systems, research-informed practice, and innovative approaches to teaching and learning. New language education initiatives are implemented in education systems across Asia and beyond, with the aim of keeping up with new standards, strategies and systemic approaches that are effective in bringing about sustainable learning outcomes.

This conference aims to bring together language educators, classroom practitioners, researchers, school leaders and policy makers to review, re-calibrate and re-align new standards, strategies and learning systems to bring about long-lasting, sustainable learning outcomes for language learners.

**Aims**

The 55th RELC Conference has the following aims:
- To provide academics, classroom practitioners and education leaders with a forum for sharing current research and practice on the influence of new technologies and learning systems on language education
- To promote a dialogue on effective strategies and systemic approaches that will bring about sustainable learning outcomes in language education
- To develop a greater understanding of new varieties and standards of English, as well as new policy initiatives in language education
- To share best practice and research on current trends in language learning, teaching and assessment

We invite submission of proposals for parallel papers and workshops which address any specific aspect of the conference theme, including, but not limited to, the following:

**Topic Areas**
- New technologies and learning systems and their influence on language education
- Strategies and systemic approaches for sustainable learning outcomes in language education
- New varieties and standards of English and their impact on classroom teaching
- Current trends in language learning, teaching and assessment
- New policy initiatives and best practice in language education
- Standards and quality assurance in language education
- Sustainable teacher professional development and lifelong learning
- Changing inter-cultural perspectives on language education and research
TRANSFORMATIVE LANGUAGE TEACHER EDUCATION IN AN AGE OF DISRUPTION: A SINGAPORE MODEL

Low Ee Ling, National Institute of Education, Singapore

Teacher education in the 21st century has to be transformative. This clarion call is especially important as we live in a century of complexity and hyper-connectivity caused by the forces of the fourth industrial revolution, that is, globalisation, Internet explosion and massive urbanisation. In Singapore, our vision for teacher education is to prepare teachers to be future-ready. Future-readiness is defined as preparing teachers who are not only able to be creative problem-solvers but also to be anticipators of problems that are yet unknown. In this sharing, key aspects of NIE’s Teacher Education Model (TE21 Model), vis-a-vis building a strong sense of teacher professionalism, rigorous programmes, innovative pedagogies, creating multiple perspectives and embodying deep professional practice, are shared. Particular reference will be made to how we prepare English Language Teaching (ELT) professionals in the 21st Century to be future-ready.

TEACHING VISUAL LITERACY IN ESP

Jean Parkinson, Victoria University of Wellington, New Zealand

In a digital age, meaning expressed visually has grown in prominence and importance. Tertiary students read textbooks and online resources that contain a range of images, including tables, graphs, flowcharts, photographs and drawings. Such images are also becoming the norm in student written assignments. Because of this shift to multimodality in the texts that students read and write, it is increasingly necessary for English for Specific Purposes to include the visual mode in teaching. In this talk I use the example of a student technical genre from the field of Construction, the builders’ diary. I unpack how cohesion is achieved in this student text between the visual and written modes and show how visual and written elements work together to achieve meaning, together creating more than either mode can do alone. I reflect on what this means for ESP teaching and how ESP teachers can support student acquisition of visual literacy.
PARALLEL SESSIONS

PARALLEL SPEAKER 1

AN EAP COURSE FOR ALL UNDERGRADUATES AT HKU: DIVERSITY & CHALLENGES

Parco M-T Wong, The University of Hong Kong
Natalie Fong, The University of Hong Kong

CAES1000 Core University English is an English for General Academic Purposes course for first-year undergraduates at the University of Hong Kong (HKU). Since there are more than 2,500 students in each academic year and they mostly are from various academic disciplines and of different levels of English competence, this sheer diversity presents huge challenges to the course coordinators, class teachers, students as well as timetabling officers and administrative staff members of faculties. In this presentation, the speakers will outline some of the difficulties they face when running such a MAMMOTH course in terms of course structure, teaching/learning materials, assessment; and the most importantly of all, mechanisms standardizing and monitoring course quality to ensure that all students will be treated fairly and obtain a more or less identical experience upon completion of the course. The speakers will also put forward some potential ideas of how this course can be further refined in the future to fit the changing needs of both teachers and students.

PARALLEL SPEAKER 2

ADOLESCENT ENGLISH LEARNERS’ COGNITIVE ENGAGEMENT IN WRITING WHILE USING AN AUTOMATED CONTENT

Cynthia Lee, The Open University of Hong Kong

The aim of this paper is to reveal the ways in which six 14-15 year-old second language (L2) learners, two each of high, mid and low English proficiency levels were cognitively engaged in writing while using an automated content feedback program known as the Essay Critiquing System 2.0 in three workshops in a Hong Kong secondary school. Through their video-recorded verbal reports and stimulated recalls, it was found that cognitive engagement was demonstrated by means of some composing strategies including questioning what and how to write, reading, reasoning and planning, making evaluative comments, and problem-solving strategies. Forty-eight strategies representing four types of mental activities, as well as six aspects of their writing were identified from the two sets of introspective data. Both sets of data showed that the three groups of adolescent language learners made mental efforts to complete their writing in their own ways. All of them were concerned with what to write most, followed by how to express themselves. In spite of the small sample size, the cases indicate how the adolescent learners were stimulated to use the System and technology to help them enrich both content and language while writing.

PARALLEL SPEAKER 3

AN EXPLORATION OF L1 TRANSLATION IN COLLOCATION LEARNING BY JAPANESE LEARNERS

Emi Davis, Otemon Gakuin University, Japan

The present study aims to investigate whether Japanese EFL learners process incongruent collocations more effectively if they are given the opportunity to contrast a given collocation in their L1 translation and in L2 form. The study particularly focuses on the characteristic of word combinations that are said to have a significant impact on learners’ processing of multiword units (Howarth, 1998). With this in mind, the materials in this study were carefully operationalised to match the categorisation outlined by Howarth (1998) in the Phraseological Continuum Model. The study consisted of pre/post design acceptability judgment tasks with a learning treatment element in-between. At the test sessions, the participants were required to judge the acceptability of the presented collocations, which were developed differently along the aforementioned model. The treatment phase asked the participants to judge if the Japanese translation and the collocation displayed in a sequence matched each other as the same concept. The key findings from the study were
that Japanese EFL learners indeed recognise and process multiword units largely along the lines of Howarth’s Phraseological Continuum Model. More importantly, the study has shed light on the type of L1 translation that can maximise the noticing of the characteristics of incongruent collocations.

PARALLEL SPEAKER 4

ENGLISH WRITING MOTIVATION AND CORPUS CONSULTATION FOR REVISION: CASE STUDIES

Chi-Chun Chen, Feng Chia University, Taiwan
Hsien-Chin Liou, Feng Chia University, Taiwan

As technology improves, online concordance programs have been developed to help ESL/EFL learners write more accurately by enhancing their lexico-grammatical knowledge. Although some data-driven learning (DDL) studies shed light on L2 writing, very limited of them have investigated both error correction via DDL and writing motivation. The current study examined how motivated a group of EFL college students used Corpus of Contemporary American English (COCA) and two English-Chinese bilingual concordance programs to improve inaccuracies over one semester. Students wrote three multi-draft essay assignments with errors marked on the second drafts by the instructor after they obtained content feedback on earlier drafts. A writing motivation questionnaire (Waller & Papi, 2017) was adopted which tapped into both motivation and feedback seeking, and their essay drafts were triangulated to show group patterns. Then, six learners of different motivation levels were closely examined. Learner engagement at the cognitive, behavioral, and affective levels was revealed for motivational changes while DDL was at play for revision. Implications for ELT will be addressed in light of the findings.

PARALLEL SPEAKER 5

DRAMA IN READING & WRITING

Anissa Ferdaus Md Salleh, Tanjong Katong Primary School, Singapore
Sophia Lo Sing Hui, Tanjong Katong Primary School, Singapore
Farhana Osman, Tanjong Katong Primary School, Singapore

With greater emphasis on fostering Joy of Learning in schools, we piloted a reading comprehension lesson incorporating drama strategies with one of our school-based curriculum texts, The Paper Bag Princess by Robert N Munsch. Participants will learn how to facilitate a reading comprehension lesson using strategies such as Storycircle and Tap and Speak to get students to make inferences. In addition to reading comprehension skills, we also designed lessons and activities to arouse and sustain interest in writing through drama with the Primary 4 Stellar Unit, Nasty Accident. Various drama strategies are employed to support, extend and challenge students’ thinking at the pre-writing stage. It is a fun way to gain a broader and more complete understanding of a topic and it motivates pupils to expand their ideas fully and promote multiple perspectives and viewpoints in their writing. Through this sharing, we hope to instil confidence in teachers that drama in education is not only for the extroverted or naturally gifted educators.

PARALLEL SPEAKER 6

SHADOWING AS SECOND LANGUAGE PRACTICE: A GUIDE FOR SHADOWING VARIATIONS

Yo Hamada, Akita University, Japan
Kazuya Kito, Josai University, Japan

The purpose of this presentation is to help teachers judiciously and efficiently select the appropriate type of shadowing technique. Shadowing has been researched and used in various fields over the past 50 years. Especially, the past two decades have seen a surge in its research in the second language teaching field, and the research has shown its positive effectiveness on second language acquisition. In essence, shadowing enhances phoneme perception in listening, and pronunciation in speaking, thereby allocating the freed-up cognitive resource to facilitate the noticing and intake of auditory input and acquisition. While the
research on shadowing is expanding, a number of variations have been introduced and created and researchers occasionally use different terms for the same type of shadowing. Therefore, in this presentation, we will summarize a total of 17 different primary types of shadowing for teachers’ efficient selection of the appropriate type of shadowing per situation, by sorting out terminology confusion. After explaining the theoretical basis, varieties of shadowing practice are presented based on the three major target knowledge and skills (listening, speaking, and noticing and intake). Additionally, to help the audience understand each better, we will demonstrate each practice and also show a short video where necessary.

PARALLEL SPEAKER 7

Monday, 11 March, 2019
11:15 AM – 11:45 AM
(Room 506, Level 5)

TEACHING ‘STANDARD’ EFL: THE USE OF WORLD ENGLISHES IN THE EFL CLASSROOM

Alex Baratta, University of Manchester, United Kingdom

While World Englishes serve their speakers well, the belief still persists that inner-circle English is the ‘proper’ variety. In turn, this relegates non inner-circle varieties to somehow being illegitimate. Starting with the position that all varieties of language have a time, place and purpose, and are indeed legitimate, this paper reports on a study which obtained the views of 36 participants, comprising EFL teachers (both native and non-native English speakers) and EFL students, in order to determine their perspectives on World Englishes, and the role that they might play in the EFL classroom. From the results, the following points are made clear: • World Englishes are just as systematic in their structure and lexis as inner-circle varieties; • Language, as a reflection of cultural identity, needs to be respected; • World Englishes can be used within the EFL classroom as a means to teach inner-circle English and in the process, validate the speakers of such varieties, as well as respecting, if not celebrating, their cultural heritage. Thus, in a climate of respect for diversity, and the demand to learn English, World Englishes indeed have a part to play in this regard and can help EFL students to acquire English for an international audience.

PARALLEL SPEAKER 8

Monday, 11 March, 2019
11:15 AM – 11:45 AM
(Room 507, Level 5)

UNIVERSITY TEACHERS’ USE OF L1 IN THE L2 CLASSROOM

Kawamoto Julia Mika, Ehime University, Japan

This study examines teachers’ use of the first language in L2 classrooms in an ongoing debate of whether or not the first language should be used to teach English within the EFL and ESL context. This study explores two questions on the teacher issue: 1) If teachers are using L1, then how much do teachers actually use it in their lessons? 2) If teachers only use English then what kind of strategies or tactics do they use to assist students’ understanding? The researcher observed 29 teachers in their own classroom: 15 English teachers who were Japanese and 14 native English teachers in four universities in Japan. There was an assumption that Japanese teachers would have the tendency to use the L1 in their L2 classroom, whereas the native-English teachers, they would have an only-English approach. From the results, the analysis indicated that there were some teacher differences regardless whether they were native and/or non-native. This study revealed that there is more of a gray area in terms of different teaching approaches and methodologies when it comes to focusing on the target language in L2 classroom.

PARALLEL SPEAKER 9

Monday, 11 March, 2019
11:15 AM – 11:45 AM
(Room 508, Level 5)

A PROCESS-ORIENTED, GENRE-BASED APPROACH TO DIGITAL LITERACIES IN LSP

Christoph A Hafner, City University of Hong Kong, Hong Kong

The use of digital media in specialised communication practices poses a challenge to practitioners of Languages for Specific Purposes (LSP), who must consider how to account for the new collaborative, multimodal forms of expression that such digital media afford. In this presentation, I begin by examining the concept of ‘digital literacies’ and drawing attention to the importance, for language learners, of understanding the affordances of digital tools, especially their affordances for making new kinds of multimodal meanings,
and relating to others in the process of constructing texts. I identify and explain pedagogical approaches that integrate digital tools in LSP and suggest that two main kinds of approaches can be identified: those that involve using technology to learn and those that involve learning to use technology. Based on this analysis, I propose a process-oriented, genre-based approach to digital literacies in LSP, in which practitioners re-examine LSP course goals – the texts, processes and practices that learners are expected to master – and ask what role digital tools play in them. The approach can be applied to a wide range of LSP courses in order to foster competence in specialized digital communications.

PARALLEL SPEAKER 10
Monday, 11 March, 2019
11:15 AM – 11:45 AM
(Room 601, Level 6)

TEACHING INTERCULTURAL COMMUNICATION IN A TECHNICAL WRITING COURSE: INTERROGATING LANGUAGE AND CULTURE

Ana Codita, Case Western Reserve University, United States
Gusztav Demeter, Case Western Reserve University, United States

Teaching technical communication in a global and digital era has generated a perceived need to incorporate ideas of culture, communication, and language. A theoretical understanding of these concepts is necessary to allow instructors to draw on the distinction between “big culture vs. small culture” and World Englishes to encourage students to adopt a critical perspective on intercultural communication (Holliday, 1998; Atkinson, 2004; Baker, 2013). The presentation will report on a study on the attitudes of technical writing instructors and students at a university in the U.S. towards addressing intercultural topics, and the treatment of such topics in textbooks. Using specific findings, the presenters will argue that instructors need to use a “small culture” and the World Englishes framework to challenge (i) the use of privileged English varieties and the cultural norms of the national cultures associated with such varieties; (ii) the imbalance between native and non-native speakers of English. The discussions of “small culture” and World Englishes would enable instructors and students to interrogate the dominance of the American English variety and culture in technical writing pedagogy. Instructors and students should develop sound theoretical positions on culture and language and contemplate how these positions can inspire pedagogical and learning practices.

PARALLEL SPEAKER 11
Monday, 11 March, 2019
11:15 AM – 11:45 AM
(Room 602, Level 6)

‘I AM JUST SAYING MAYBE …’: ENGAGEMENT IN DISSERTATION DEFENSES

Ken Lau, The University of Hong Kong, Hong Kong

The orientation towards a knowledge-based economy has led to the increasing need to pursue advanced degrees to further improve one’s competitiveness in society. Research on postgraduate programs have thus sparked interest from multiple perspectives, among which, generated written artifacts such as dissertations have become the centre of attention. However, dissertation defenses (DDs), i.e., the oral output, seem to have not been given due attention from applied linguists or English for Academic Purposes (EAP) researchers, a research gap this paper intends to address. Based on a corpus of five Masters-level DDs collected in an English as a lingua franca context in Taiwan, this study explores and characterizes the nature of interactions between the DD participants, namely, the students, advisers and examiners, through the investigation of their use of Engagement resources under the Appraisal theory of Systemic Functional Linguistics. It was found that DDs are embedded with face-threatening acts, in which the participants employ a combination of Engagement resources to strategically reify their identities and roles, and establish rapport with others.

PARALLEL SPEAKER 12
Monday, 11 March, 2019
11:15 AM – 11:45 AM
(Room 603, Level 6)

RE-ENGINEERING PLURILINGUALISM IN MULTILINGUAL NEPAL: AN EDUCATION FRAMEWORK

Ram A Giri, Monash University, ELC, Australia
The fact that languages and cultures are a valuable resource of a nation is well placed in the contemporary literature. However, citing lack of resources and practical relevance, authors contest the ways in and the extent to which these languages can be developed and preserved. Any policy consideration for their development, and promotion, therefore, has to be based on the existing ground realities and a rationale for doing so. Nepal, a small, multilingual Himalayan nation situated at the foothills of the Himalayas, has, in the new, federal political system of governance, embarked upon seeking a new political will and a fresh mandate for developing an inclusive language education policy. However, the proposed three-language education policy, which the federal states are seeking to adapt, is flawed for more than one reason. The paper examines the plurilingual context of Nepal and offers a language education framework with a view to re-engineering plurilingualism at the grassroots level. Based on the relevance of fostering individual plurilingualism, and an analysis of related literature, it argues that in the developing socio-political scenario and existing linguistic landscape, the much-hyped three-language education formula will damage the existing linguistic fabric and create divisions in the population.

PARALLEL SPEAKER 13

Monday, 11 March, 2019
11:15 AM – 11:45 AM
(Room 604, Level 6)

STANDARDIZED HOMEWORK PRACTICES IN ENGLISH LANGUAGE TEACHING: EXPERIENCES OF PRIMARY SCHOOL TEACHERS

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

Homework has become an important and commonly expected part of English language teaching globally; however, homework practices as experienced by teachers are little understood. This study draws on the experiences of two English language teachers working in Hong Kong primary schools to explore the effect standardized homework practices, those prescribed by school policies and overseen by senior teachers, have on their teacher autonomy. Data were collected through in-depth interviews and collecting of homework artefacts. Analysis of the data revealed that standardized homework practices do affect the teachers’ autonomy. However, they affected the two teachers differently, with one teacher feeling suffocated and unable to be the kind of teacher she wanted to be, while the other saw the practices as normal and part of her role to deliver the homework as prescribed. The data suggest that these differences can be attributed to the teachers’ professional beliefs about their schools’ standardized homework practices and their role as a teacher. The presentation concludes with practical implications and a call for more research to be conducted on teachers’ homework practices, which are widespread yet under-researched.

PARALLEL SPEAKER 14

Monday, 11 March, 2019
11:15 AM – 11:45 AM
(Room 605, Level 6)

EMI IN KOREAN HIGH SCHOOL SETTINGS: AN ANALYSIS OF POLICIES AND PRACTICES

Jiye Hong, The University of Auckland, New Zealand
Helen Basturkmen, The University of Auckland, New Zealand

English Medium Instruction (EMI) has become prominent in Korean higher education and is now being adopted in high school settings. Currently little is known about the application of EMI in such settings, including the extent teachers and students attend to language issues. This presentation reports a pilot study to investigate attention to language issues in EMI classrooms in Politics and Economics in two Korean high school settings. The study identifies the frequency and features of language-related episodes, which are defined as instances when teachers and students attend to language during classroom interaction that is primarily oriented to disciplinary content. The presentation also deals with the EMI policy in Korean secondary education and the differences of EMI implementation between the two different high schools regarding the type of institutions (public and private) and teachers (Korean and American). The findings of the study are expected to have significant implications for research about EMI and pedagogical practices in secondary education which has scarcely been studied.

INVITED SPEAKER 3

Monday, 11 March, 2019
13:45 PM – 14:35 PM
(Auditorium)

DIGITAL LITERACY IN ELT: MYTHS, REALITIES & PRACTICALITIES
Digital learning is here to stay, and teachers in ELT need to be equipped with relevant skills and competencies to integrate technology into their planning, teaching and professional development. But what does it mean to be digital? Can you really prepare teachers for digital when it means different things in different contexts? In this talk I’ll address some of the common digital misconceptions and digital realities, examine the barriers facing teachers in their integration of technology in teaching and learning, and will explore the impact of effective training on teachers’ confidence and use of digital to improve teaching and learning. In doing so, I will share what we have learnt from listening to trainers and trainees, from developing a digital framework for teachers and from online professional development courses and give a global overview of teachers’ self-reported digital skills.

**INVITED SPEAKER 4**

Monday, 11 March, 2019
13:45 PM – 14:35 PM (Rooms 503 & 504)

**DOES LANGUAGE STANDARDISATION LEAD TO DISCRIMINATION AND MARGINALISATION?**

Ahmar Mahboob, University of Sydney, Australia

The history of language standardisation dates back millennia; however, the nature of this standardisation has changed over time. For example, from standardization of spellings and clause structure that happened hundreds of years ago, we have now moved into the era of standardising texts and genres. While this move may appear to be a normal progression: from words to clauses to text, there are underlying differences between spellings/clause grammar and genres that question this progression as natural, or even desired. One of the key differences is that while spellings or syntactic variations often reflect dialectal differences, differences in text organisation change the various meanings of the texts (and/or how they are read/interpreted). By looking at examples of texts from different varieties of Englishes, I will demonstrate how the variations in particular written genres project and prioritize different types of meanings. A standardisation of genres, I will argue, may therefore potentially impact the types of meanings that people are “allowed” to make. In addition, by empowering certain ways of realising a genre, people who do not have access to these “ways” will be left out. For example, drawing on examples from Pakistan and the Philippines, we will see how emerging scholars from these countries often struggle to publish their work in ranked journals. Through a discussion of these examples, we will note how standardisation, while it serves the purposes of globalisation, can potentially lead to (further) marginalisation of minority and indigenous people.

**INVITED SPEAKER 5**

Monday, 11 March, 2019
13:45 PM – 14:35 PM (Rooms 506 - 508)

**WRITING FOR ACADEMIC JOURNALS IN THE DIGITAL ERA**

Brian Paltridge, University of Sydney, Australia

The use of digital technologies has transformed the process of writing for academic journals and the dissemination and preservation of academic work. It has also made measurement of the impact of publications easier and this information more accessible to authors. In this presentation I discuss some of the ways in which digital technologies can assist in the process of writing for academic journals as well as how digital technologies are being used in the submission and review of journal articles. This will include ways in which academic work can be stored and shared, the use of citation management tools, and the sharing of research materials once an article has been accepted for publication. I will give an overview of how digital technologies are being used in the review of journal articles including the use of textual similarity detection software by academic publishers. I will also outline issues in online publishing, the development of open-access journals, and the rise of predatory publishers and how they can be identified. Social media in journal article writing and publishing, and the use of multimodality in research article writing will also be discussed.

**JOINT PARALLEL SESSIONS**

**PARALLEL SPEAKER 15**

Monday, 11 March, 2019
WHO BENEFITS FROM USING AN ONLINE WRITING SUPPORT TOOL FOR RESEARCH ARTICLES?

Atsushi Mizumoto, Kansai University, Japan  
Sei Sumi, Kwansei Gakuin University, Japan  
Kosuke Sugai, Kindai University, Japan  
Ken Urano, Hokkai Gakuen University, Japan

In order to facilitate the learning of multi-word units, various online reference resources based on different types of corpora have been developed in recent years. The purpose of this study was to explore what types of learners benefit from using one of those online resources, specifically an online writing support tool for research articles. 98 Japanese undergraduate EFL students were asked to write an abstract of the research article after a genre-based teaching. In the following session, the participants were introduced to the tool, and by using it, they revised their first draft. After using the tool, the participants were asked to complete a questionnaire. The results suggest that user feedback was positive overall, and the tool was found to bring about beneficial effects that genre writing pedagogy aims to achieve. Especially, the participants who reported that they benefited from the tool use were those who: (a) gained confidence, (b) raised their awareness toward the rhetorical structure, and (c) felt their lexicon-grammatical expressions improved by using the tool. In light of these findings, the pedagogical implications are discussed, with particular focus on the potential role that those online resources could play in the teaching and learning of technology-enhanced genre writing.

PARALLEL SPEAKER 16  
Monday, 11 March, 2019  
14:45 PM – 15:35 PM  
(Tanglin Room 1, Level 1)

TIPS TO TEACH WRITING AND LOGICAL THINKING SKILLS IN EAP COURSES

Madoka Kawano, Meiji University, School of Interdisciplinary Mathematical Sciences, Japan

Academic language skills such as making arguments and writing logically and effectively in English are essential components of an EAP curriculum. However, acquiring these skills is a challenge for first-year university students who are accustomed to the grammar translation approach taught at secondary schools. This presentation introduces some tips for developing writing and thinking skills in EAP classes. First, the choice of a topic is important; in order to get students engaged in argumentative writing, the topic or the prompt must stimulate students to think deeply and critically. Topics related to the majors of the students should also be taken into consideration. Second, students have to be taught to locate evidence in order to support a statement or an opinion, without copy-pasting texts from original sources. Third, focused feedback by teachers plays a vital role. Given the time-consuming nature of writing instruction, teachers may prioritize commenting on logical flow, cohesion, and/or the organization of paragraphs. Finally, students must learn how to edit and evaluate their drafts. Evaluation is a high-level thinking skill in the revised Bloom’s taxonomy, which students need in discipline areas at university. Some examples of activities for these tips are discussed in this presentation.

PARALLEL SPEAKER 17  
Monday, 11 March, 2019  
14:45 PM – 15:35 PM  
(Tanglin Room 2, Level 1)

APPLICABILITY AND PRACTICALITY OF EMPLOYING BLENDED LEARNING

Dang Trung Dung, Diplomatic Academy of Vietnam, Ministry of Foreign Affairs, Vietnam

More attention has been paid to ‘blended learning’ which involves learning through both class-based and online programs recently. The goal of the paper is to look into whether the existing face to face curriculum or class-based programs articulate with online programs in order for the blended learning to be properly set up. The paper begins with a detailed description of my teaching context and then proposes the evaluation whether the existing curricula, which are largely class-based program, can fit the potential online components in the future, followed by the evaluation of pedagogies. The evaluation is on a class-based pronunciation program in which tasks such as imitation exercises and error correction and feedback are outlined. Based on such tasks-based exercises, there are rooms for the online components to be fitted with on campus learning. Findings of the paper show that such a class-based pronunciation program can be fitted and
articulated with an online program. The findings of the paper could serve as a reference for those who plan to employ blended learning as their added and supplementary approaches to teaching and learning.
PARALLEL SPEAKER 18

TRANSITION FROM EAP TO ESP AMONG JAPANESE UNIVERSITY STUDENTS

Sachiko Takahashi, Okayama Prefectural University, Japan

In general, Japanese students showed a less active inclination toward studying general English, but at the same time expressed a greater wish to study English because of their subject field. As the students became accustomed to college life, their interest in content learning increased, and most of them lost their motivation to learn general English. Thus, it was assumed that their motivation to learn English would be enhanced if they were exposed to field-specific English. The results of the authors’ survey imply that it is essential to introduce a special programme (study-abroad programmes and field-specific lectures or practice sessions) for improving student motivation to learn English, otherwise they may begin to lose interest. This presentation provides the details of such inbound and outbound programmes that focused on teaching nursing students. In short, the results of those programmes indicate that increased opportunities for using all four English skills in actual content-based interactive programs might be beneficial in renewing student motivation to learn English.

PARALLEL SPEAKER 19

A NEEDS ANALYSIS: DESIGNING ENGLISH LISTENING MATERIAL FOR THE STUDENTS OF SECRETARY CLASS

Rahmayani Kadir, Muhammadiyah University of Parepare, Indonesia
Rafiah Nur, Muhammadiyah University of Parepare, Indonesia
Andi Tri Putri Kusuma Wardani, Muhammadiyah University of Parepare, Indonesia
Ricky Ferdhian, Muhammadiyah University of Parepare, Indonesia

This research is based on the needs of designing an instructional model of teaching listening comprehension course material. The model is designed and arranged based on the needs analysis of students at SMK Negeri 1 Parepare, South Sulawesi, Indonesia. The objective of this research was to design a model of teaching listening comprehension course material for the students of secretary class especially for the students at SMK Negeri 1 Parepare, Indonesia. The subjects of this research were the students of secretary class at SMK Negeri 1 Parepare, Indonesia. The result of this research shows the design (instructional process) of listening comprehension course material. It consists of some main parts, namely listening activity, venues and learning strategy which are inter-related with each other.

PARALLEL SPEAKER 20

MAKING THE CASE FOR EST TEACHER DEVELOPMENT PROGRAMMES IN INDIA

Santosh Mahapatra, BITS Pilani Hyderabad Campus, India

English for Specific Purposes (ESP) research in India is still in its infancy, though the number of institutes offering programmes in engineering, science, business management, pharmacy, etc. is increasing fast. In such a scenario, more teachers are required to teach ESP courses. Since teachers in these programmes often possess research degrees in literature, cultural studies and other literature-related disciplines, it is important to have either proper in-service teacher education or teacher development (TD) programmes so that teaching of ESP courses becomes more effective and productive. In the light of the above mentioned background, the paper aims to make the case for TD programmes in English for Science and Technology (EST). Based on an evaluative study of EST courses offered by some of the premier engineering institutes in the country, the paper demonstrates that lack of any formal and systematic teacher training or development programmes for EST teachers is affecting in the way curricula and syllabi are designed, materials are selected and used, classroom teaching and assessments are carried out and programme evaluation, if any, is done. In addition, the paper also proposes a feasible model of teacher development that could be introduced for EST teachers in India.
READING FLUENCY DEVELOPMENT BY ONE-SEMESTER EXTENSIVE READING

Kazuma Fujii, Nagaoka University of Technology, Japan

The purpose of the research is to analyze the effects of one-semester in-class Extensive Reading (ER) on the development of reading fluency. The treatment group consisted of 118 EFL Japanese students and received 30-minute in-class ER per week for one semester (15 weeks). The control group, 123 EFL Japanese students, did not receive ER and learned English using a textbook with the traditional translation-based instruction. Both groups of the students, aged 16-17, were majoring in engineering and at the A1-A2 level on CEFR. Three reading fluency tests were conducted for each group during the semester, at the beginning, the middle, and the end of the semester to examine the effects of ER on the reading fluency development. The results obtained from t-tests and ANOVAs suggested several findings. The findings were that reading fluency accompanying comprehension developed in five months, where the accumulated number of words they read in ER reached nearly 50,000 words. Another finding was that learners at A2 level developed their fluency faster than the A1 level learners. The pedagogical implication was that ER is effective in fostering reading fluency, but at least 50,000-word ER is necessary for A1 level learners in a semester.

EVALUATING A READING COMPREHENSION CURRICULUM AND FACTORS PREDICTING READING COMPREHENSION PERFORMANCE

Fong Pei Yi, Dyslexia Association of Singapore, Singapore

This study examined reading comprehension in the context of dyslexia with two objectives. The first was to monitor the reading comprehension performance of primary school students with dyslexia who received literacy intervention at DAS before and after implementation of an enhanced reading comprehension curriculum. Students’ (n = 42) reading comprehension scores were taken at three time-points (Time 1: baseline, Time 2: pre-enhanced curriculum and Time 3: post-enhanced curriculum) over the course of two years. Significant improvements in reading comprehension were found for students with weaker verbal ability, but only for the period before enhancements to the curriculum were implemented. The second objective was to explore the ability of five cognitive factors, namely verbal ability, non-verbal ability, phonological awareness, working memory and rapid naming ability, to predict concurrent (n = 31) and future reading comprehension performance at the end of one (n = 48) and two years (n = 44). Only verbal ability significantly predicted reading comprehension over time. Implications and future considerations for reading comprehension intervention were discussed, and theoretical implications with regard to the Simple View of Reading were considered.

HOW DO EXPERT RATERS MAINTAIN RATING QUALITY IN RESEARCH-ABSTRACT WRITING ASSESSMENT?

Ally Ming-chia Lin, NAER, Taiwan

The study is a part of a larger study in modeling how EFL graduates are motivated to write research-article abstract acceptable to their chosen fields, simply including 30 responses from master’s students and 30 from doctoral students in question. Alongside the quantitative modeling of five-rater mediated rating results on two rating sub-scales, Global Move of rhetorical purposes and Local Pattern of language-use (totaling 600 data-points), the study also administered post-rating interviews to uncover potential variation in the raters’ perceptions (three expert raters and two developing). The expert raters reported an adaptation of the two-step rating. They first took an overview of the move structure (i.e., the balanced use of obligatory moves, namely purpose-method-results in research-abstracts being a basic structure-check in Global Move) and language use (i.e., colloquial use not given a higher level in Local Pattern) as the prerequisites of their rating.
Second, they examined that content elements and brevity comprised the key criteria for which score was assigned. Also, the experts implemented the monitoring strategies to identify the similarity and difference in the features of all the rated abstract-responses, which perhaps contributes to higher quality of their rating. Pedagogical implications of research-abstract writing and rater training are delineated.

PARALLEL SPEAKER 24

Monday, 11 March, 2019
14:45 PM – 15:35 PM
(Room 503, Level 5)

KNOWLEDGE DISSEMINATION IN ACADEMIC CONTEXTS

Maurizio Gotti, Universita di Bergamo, Italy

Knowledge Dissemination (KD) is becoming increasingly important for the cultural development of students and scholars in today's world. The way in which specialists communicate their knowledge to students and specialists in other fields often implies reformulation and recontextualization of expert knowledge (Ciapuscio 2003; Gotti 2014). Communication between specialists and non-specialists, or specialists in other fields uses a wide range of genres, either in print or in digital form. The Web is posing new challenges to KD discourse. The combination of words with visuals, in the various formats supported by technology, is highly effective in KD, and the gradual shift from print to digital is a significant turning point in the recent history of the Academia. The paper investigates how and to what extent such developments have impacted the language of the Academia as the medium for KD in the sciences and humanities. In particular, it highlights the pragmatic effects of such communication both for specialists and non-specialists and how such effects influence their interactive role.

PARALLEL SPEAKER 25

Monday, 11 March, 2019
14:45 PM – 15:35 PM
(Room 504, Level 5)

PRE-SERVICE TEACHERS’ ENGLISH LANGUAGE PROFICIENCY THROUGH CEFR-J SELF-ASSESSMENT AND CONFIDENCE LEVELS

Masanori Tokeshi, Meio University, Japan

EFL teachers are required or expected to achieve a certain level of English proficiency in accordance to the standards of language benchmarks (e.g., CEFR). English proficiency skills of thirteen pre-service teachers were compared between a pre/post span of four years in a preliminary study (n=389) and the main study (n=13) by utilizing a self-ratings questionnaire based on the CEFR-J (Tono, 2012). A comparison of results from the preliminary study and the main study indicates that the self-rating mean values of English proficiency from the CEFR-J tended to be lower in all five skill categories than the English proficiency measured by standardized English tests. Similarly, the results revealed that 19 of the 65 CEFR-J items, a mean value (29.2%), were self-rated by participants higher in their freshman than in their senior year. A follow-up study examined pre-service EFL teachers’ (n=17) confidence level in specific English uses (Qs=28) in the classroom. The results indicated that the participants tended to show a higher confidence level toward questions (activities) which they had previously practiced and consequently perceived as being achievable. Conversely, they tended to show a lower confidence level toward questions (activities) that they did not have much opportunity to practice.

PARALLEL SPEAKER 26

Monday, 11 March, 2018
14:45 PM – 15:35 PM
(Room 504, Level 5)

EMI IN A JAPANESE UNIVERSITY — ANALYZING TWO PERSPECTIVES

Sawako Matsugu, Rikkyo University, Japan
James Carpenter, Asia University, Japan

Recently, the number of English Medium Instruction (EMI) programs in Japanese universities has increased. The proliferation of such programs is part of the 'internationalization' of Japanese universities (Hashimoto, 2018). This internationalization process involves both improving Japanese university students' English ability and making Japanese university programs attractive to international students (Takagi, 2018). While much scholarship has investigated the pedagogical and policy-based implications of EMI including the Japanese
university context (i.e., Bradford & Brown, 2018), the research evidence to date is insufficient to support EMI as either an effective language-learning approach, or as a true facilitator of ‘internationalization’ (Macaro, et al., 2018). The present study qualitatively investigated two aspects of the EMI experience in Japan: (a) student’s self-assessment of their own English improvement, and (b) student’s self-perception of their ability to learn the content of their courses. A survey investigating these two aspects was administered to 24 first-year Japanese students, and 18 first-year international students enrolled in an EMI program at a university in Japan. Based on these survey results, a series of unstructured interviews were conducted among the elementary and intermediate-level Japanese and international students. The results indicated significant differences between both the Japanese and international student groups’ self-assessment.

**PARALLEL SPEAKER 27**

**Monday, 11 March, 2019**

14:45 PM – 15:35 PM

(Room 506, Level 5)

**FACILITATING TEACHING OF ENGLISH FOR ACADEMIC PURPOSES: INSIGHT FROM STUDENTS’ LEARNING**

Natalie Fong, The University of Hong Kong, Hong Kong
Kevin Wai Ho Yung, The Education University of Hong Kong, Hong Kong

Many universities sought to enhance students’ communicative competence in order to optimise their learning in an increasingly internationalised environment, where English is the language for knowledge exchange among students of various language backgrounds. Supplemented by the data from 1,016 questionnaires, this research addresses the issue by focusing on the voices of first-year undergraduate students admitted to an English-medium university in Hong Kong and evaluate English learning experiences in the transition to university studies. Two in-depth interviews were conducted with 66 participants with diverse backgrounds to evaluate their learning experiences preparing for the public examination and taking the university EAP course. The qualitative data reveal the challenges of learning academic English literacy skills in the university. The data revealed a gap between their language skills learnt in secondary school and those required in university studies. Academic writing and speaking were considered most needed in university studies; and key aspects such as the use of critical stance and effective use of paraphrasing appear to be missing in their pre-university experiences. The findings provide university teachers with insight into the significant role of academic English for communication and what first-year students need in EAP when they transition from secondary school to university studies.

**PARALLEL SPEAKER 28**

**Monday, 11 March, 2019**

14:45 PM – 15:35 PM

(Room 506, Level 5)

**USING COMPUTATIONAL THINKING TO ENHANCE STUDENT’S PROBLEM SOLVING**

Roslee Bin Jalie, Wellington Primary School, Singapore

This session will focus on the use of the Computational Thinking (CT) approach to deepen student’s problem solving ability and more importantly how they could create possible solutions using Minecraft. Using a unit of three lessons, participants will better comprehend how Bloom’s Taxonomy and Process Flowchart could be used to further enhance student’s thinking approaches to a problem. A pilot study of incorporating CT into the classrooms over a span of a semester was done and results have shown that students that have gone through the CT initiative have become more aware of their surroundings and how they got more involved knowing that they could potentially solve the problem. This will hopefully translate to students being more motivated in the classroom and be better engaged and not just a passive learner. Through this sharing, participants will get a better idea of how they could incorporate CT into their lessons.

**PARALLEL SPEAKER 29**

**Monday, 11 March, 2019**

14:45 PM – 15:35 PM

(Room 507, Level 5)

**ENGAGING DENTISTRY STUDENTS WITH DISCIPLINARY LITERACY: A STAKEHOLDER’S PERSPECTIVES**

Greg Chung-Hsien Wu, Centre for Applied English Studies (CAES), the University of Hong Kong (HKU), Hong Kong

Some universities sought to enhance students’ communicative competence in order to optimise their learning in an increasingly internationalised environment, where English is the language for knowledge exchange among students of various language backgrounds. Supplemented by the data from 1,016 questionnaires, this research addresses the issue by focusing on the voices of first-year undergraduate students admitted to an English-medium university in Hong Kong and evaluate English learning experiences in the transition to university studies. Two in-depth interviews were conducted with 66 participants with diverse backgrounds to evaluate their learning experiences preparing for the public examination and taking the university EAP course. The qualitative data reveal the challenges of learning academic English literacy skills in the university. The data revealed a gap between their language skills learnt in secondary school and those required in university studies. Academic writing and speaking were considered most needed in university studies; and key aspects such as the use of critical stance and effective use of paraphrasing appear to be missing in their pre-university experiences. The findings provide university teachers with insight into the significant role of academic English for communication and what first-year students need in EAP when they transition from secondary school to university studies.
Each discipline at the tertiary education embraces its epistemological framework that underlies distinct academic conventions and varying discourse practices. In addition to their subject-matter needs, learners also face challenges for professional communication in their future context. To prepare students to communicate in a disciplinarily recognized way, language practitioners need to induct discipline-specific literacy instruction into their teaching practices. Whilst an inventory of literature has touched upon interdisciplinary learning and teaching, discussions from the stakeholder’s perspectives are not yet as prevalent. This study, grounded in Hong Kong, aims to explore how a stakeholder designs, implements and revamps an academic literacy course for dentistry students. Qualitative data consist of classroom observations and two interviews with a stakeholder, who concurrently serves the role as both a program coordinator and a language practitioner. Group and individual interviews with her students were conducted and adopted as supportive data. The initial results find the stakeholder’s emphasis in incorporating corpora into pedagogical practices that help substantiate students’ understanding of discipline-specific contents. The emerged challenges also include: bridging students’ needs with institutional resources and sustaining a joint collaboration with the subject-matter specialists. Subject-specific implications will be also proposed in this presentation.

PARALLEL SPEAKER 30  
Monday, 11 March, 2019  
14:45 PM – 15:35 PM  
(Room 507, Level 5)

EDUCATIONAL THERAPISTS’ PERCEPTIONS AFTER TRAINING FOR AN ENHANCED READING COMPREHENSION CURRICULUM

Chua Minqi, Dyslexia Association of Singapore, Singapore

This study investigated the changes in perceptions and teaching behavior in relation to teaching experience for Educational Therapists at the Dyslexia Association of Singapore (DAS) following training for an Enhanced Reading Comprehension Curriculum. Forty-seven DAS Educational Therapists were surveyed and changes in their perceptions and teaching behaviors post-training were analyzed using mixed between-within ANOVAs. Findings showed that length of teaching experience affected the changes in perception and teaching behavior in Educational Therapists following training. Less experienced Educational Therapists taught more of the skills they were trained on but the most experienced Educational Therapists did not. The training workshop also did not increase the perceived importance of skills covered during training for the most experienced group of Educational Therapists although it did for the less experienced Educational Therapists. In comparison, Educational Therapists of all levels of teaching experience found greater ease in teaching the reading comprehension skills covered during training. With these findings in mind, curriculum teams and trainers may need to consider the teaching experience of educators as well as feedback from educators when implementing in-service training for curriculum changes.

PARALLEL SPEAKER 31  
Monday, 11 March, 2019  
14:45 PM – 15:35 PM  
(Room 508, Level 5)

READER RESPONSE TO TEXT ADAPTATION: THE STUDY OF OMANI UNDERGRADUATE BUSINESS STUDENTS

Larysa Nikolayeva, Majan University College, Oman

Current research explores the response of Omani undergraduate Business students to text adaptation. Incorporated at the time of developing learning aids, students’ response can serve as one of the tools for enhancing students’ language skills required for their academic success. The analysis is based on the response of two groups of students (23 and 30 students respectively) obtained through a number of text based formative assessments (micro tests, concept maps, etc.) addressing their comprehension skills of authentic versus adapted texts. The effect of the text and sentence length, use of impersonal constructions, the passive voice, and academic vocabulary on students’ comprehension were considered in the study. In addition, it investigated a unique blend of variables such as reader background, students’ attitudes and attributes involved in embracing reading skill and impacting their reading comprehension in the Middle Eastern context. The study demonstrates the need for amending the text for Omani students, identifies the areas of concern and helps material designers working in the Middle East to choose the most linguistically and culturally appropriate approaches to text manipulation.

PARALLEL SPEAKER 32  
Monday, 11 March, 2019  
14:45 PM – 15:35 PM  
(Room 508, Level 5)
INTEGRATING ENGLISH LANGUAGE TEACHING WITH ENGINEERING EDUCATION

Mimi Nahariah Azwani Mohamed, Universiti Tun Hussein Onn Malaysia, Malaysia

Research has raised the need to integrate English language education into another discipline such as engineering. Therefore, the curriculum of a programme needs to provide opportunities for this integration. However, these opportunities may be absent from the current curriculum. This study examines the academic curriculum of engineering programmes in Malaysia. This study investigates the extent to which integration exists between English language teaching and engineering education at two public universities in Malaysia. In addition, this study poses issues on how English language practitioners integrate English language teaching in engineering education. In order to obtain information in relation to the integration between English language and engineering education, document study was conducted on course descriptions of English language and engineering courses, the engineering programme structure and the engineering curriculum. The findings show that there are potential spaces where both the disciplines could be integrated within the engineering curriculum. However, the implementation of this integration requires further examination so that a framework that supports this integration could be developed.

PARALLEL SPEAKER 33
Monday, 11 March, 2019
14:45 PM – 15:35 PM
(Room 601, Level 6)

MULTILINGUAL INTERNATIONAL STUDENTS IN THE EAL CONTEXT: AN EXPLORATORY STUDY

Ju Chuan Huang, National Taiwan Ocean University, Taiwan

The worldwide growth in international mobile students has accelerated under the impact of globalization. In addition to English speaking counties that traditionally top the destination countries, an increasing number of students now choose to study in non-English speaking countries such as China and Taiwan. Especially with the encouragement of the Taiwan government’s “New Southward Policy,” it is anticipated that the number of Southeast and East Asian students whose first language is neither English nor Chinese will be sharply growing. However, despite the abundant literature focusing on international students in English speaking countries such as the United States, little research has examined international students’ study experiences in these non-English speaking destination countries where English is used as an additional language (EAL). This study attempted to fill the gap by investigating two international students’ study experiences in Taiwan. With interviews, recordings of the two students’ daily interactions, and their written reflections, this study explored factors that hindered their participation in their respective academic communities and brokers that helped them overcome the hindrances. The findings would provide important pedagogical implications for universities in non-English speaking countries that have recruited or plan to recruit international students.

PARALLEL SPEAKER 34
Monday, 11 March, 2019
14:45 PM – 15:35 PM
(Room 601, Level 6)

MULTIPLE INTELLIGENCES BASED ENGLISH TEACHING: A PRACTICAL FRAMEWORK

Pham Thi Thuy Dung, iLead American Academy, Vietnam

English language teaching is more than ever undergoing a critical transformation that requires English teachers develop strategies to cater diversified needs of learners and enhance learning and teaching efficiency. Multiple intelligences theory (MIT) has been strongly embraced by educationists, especially teachers to deal with teaching problems. This paper proposes a three-phase framework that invites English teachers to bring MIT into their teaching practices. The understanding phase suggests teachers study and understand the MIT and roles of students and teachers in MIT classroom in depth before incorporating it into lesson plans, teaching methods and assessments. The identification phase requires teachers to get insights into their own profile of intelligences as well as their learner’s intelligences. In the final phase - engagement, MIT is actualised through developing curriculum units, selecting appropriate teaching strategies, providing diverse learning environments and employing various evaluation tools and measures to promote authentic learning. A case study of how MIT is applied in teaching English for young learners aged 4-14 years at iLead American Academy based in Hue City, Vietnam is included to further discuss practical considerations.
USE OF SELF-PROMOTIONAL GENRES BY JAPANESE ARTISTS

Atsuko Misaki, Kindai University, Japan
Judy Noguchi, Kobe Gakuin University, Japan

As the pace of globalization and digitalization gains momentum, artists have more opportunities than ever before to go beyond national borders, which would probably require the ability to use English. This was one of the assumptions we held at the outset of our interview research to grasp the English-language needs of Japanese artists working domestically and internationally. Based on our research, this presentation will shed light on Japanese artists as language users, focusing on their use of self-promotional genres, namely, the artist profile and portfolio. Interviews with those working in a wide range of creative fields from music, dance and choreography to visual arts and art-related organizations as well as close examination of their websites and profiles revealed that these self-promotional genres have become important for artists over a range of creative fields. The language features of these genres will be discussed to reveal the similarities and differences between performing artists and visual artists. We conclude by pointing out the need for Japanese artists to develop their language skills along with their artistic skills in order to promote themselves as artists.

THE STUDY OF LANGUAGE VARIATION OF KENDAMA COMMUNITIES ON SOCIAL MEDIA NETWORK

Hiroe Tanaka, University of Nagasaki, Siebold, Japan

As the internet has grown and information has spread across cultures very quickly, language variation has also occurred (Minami, 2009). Although sociolinguistic researchers have studied language variation from different points of view, there are very few studies conducted on spoken language on the internet. Kendama is a traditional Japanese game that uses a wooden hand-held toy and ball. After being imported to Nagasaki, it has become a popular competitive sport. This study focuses on Japanese and American Kendama players’ communities on social network services. This study has two aims: First, it explores the similarities and differences between original Kendama language and American English slang. Second, it investigates how the current English Kendama language is evolving. Two Kendama competitions in the United States were recorded and published on Twitch. The commentators’ speech was transcribed and categorized using Politeness Theory by Brown & Levinson, 1987. As a result, it was revealed that more markers of positive politeness strategies among speakers were used than negative politeness strategies in those transcriptions. Also, with the exchange of Kendama from Japan to the U.S, new words are being created. The researcher will discuss these findings to further study and discuss how language variation is evolving and becoming more ubiquitous.

EFFECTIVE APPLICATION OF CLIL THEORY TO A JAPANESE ESL LITERATURE COURSE

Yuki Namiki, Tokyo Kasei University, Japan
Ito Kana, Tokyo Kasei University, Japan

In this presentation, I intend to discuss the effective application of the Content and Language Integrated Learning (CLIL) theory and methods to teach American literature classes at a Japanese university. In designing a literature course for college freshmen in Japan, who are mostly ESL students with no background in American literature, the biggest challenge is to ensure the students are completely engaged at the level of content despite the cultural and language barriers. By integrating the 4C-framework, namely, the content, cognition, communication, and culture of the CLIL, I redesigned the course and focused on three steps: The use of authentic material, adjustment of material, and introduction of interactive work. These three steps lead to a deeper understanding of the subject. In the first part of the presentation, I will introduce the CLIL theory. In the second part, I will touch on the practice thereof by presenting actual material on urban culture in Japan.
and the United States at the turn of the 20th century. I will argue that the application of the CLIL theory for ESL students is important and effective because it ensures students have knowledge of the subject and become proficient in the language in which the subject is taught.

**PARALLEL SPEAKER 38**  
*Monday, 11 March, 2019*  
14:45 PM – 15:35 PM  
(Room 603, Level 6)

**CAN PLAGIARISM DETECTION SOFTWARE HELP ENGLISH LEARNERS BECOME HONEST WRITERS?**

Carissa Young, Macao Polytechnic Institute, Macau

This paper reports on a study that examined English language learners’ awareness of plagiarism in the digital era. When the 2018/2019 academic year began, half of the students in 11 English classes (108 out of 249 students) were administered with a 24-item questionnaire asking about their awareness of plagiarism and opinions on the use of Turnitin to inspect assignments. The English writing assignments of all students were checked by Turnitin. It was hypothesized that students who completed the questionnaire should be more alert and would plagiarise less than those who did not. The hypothesis was supported, as 2.8% of the former and 7.1% of the latter were found by Turnitin to have copied over 30% of content from sources like other students’ assignments. The survey showed high awareness of university policy on plagiarism, and positive attitudes towards the use of Turnitin. The item ‘The use of Turnitin helps me to be an honest writer’ had positive correlation with other items about knowledge of plagiarism and the avoidance of it. New means of cheating will be discussed in light of the finding that the surveyed students approved of the use of software like Google Translate to convert Chinese sentences into English.

**PARALLEL SPEAKER 39**  
*Monday, 11 March, 2019*  
14:45 PM – 15:35 PM  
(Room 604, Level 6)

**COGNITIVE LOAD OF EFL/ESL LEARNERS IN AN EMI SETTING: AN EXPLORATORY STUDY**

Abdul Razeed, University of Sydney, Australia  
Mark Fraser, University of Wollongong, Australia

Cognitive Load Theory (Sweller, 1994) notes that for successful learning to occur, the cognitive load of the learner needs to be managed. Sweller (1994) argued that it is important to understand what factors influence a learner so that effective learning can occur. He also noted that such an understanding will allow the cognitive load of the learner to be managed. He called for research examining factors that determine the difficulty of material that needs to be learned. Despite this call, the research that explores cognitive load of learners from non-English speaking backgrounds in higher education contexts where English is the main language of instruction is limited. Adopting a Cognitive Load Theory lens, this study examines factors that influence the cognitive load of international undergraduate business major students at a university in Sydney, Australia. Using open-ended questionnaires, observations and focus group interviews, this study looks at factors that affect the cognitive load of the students when they are exposed to a business case study in English. Understanding these factors may inform task design that reduces the cognitive load for such learners to enable more effective learning experiences and specific language development.

**PARALLEL SPEAKER 40**  
*Monday, 11 March, 2019*  
14:45 PM – 15:35 PM  
(Room 604, Level 6)

**EXPLORING SUMMARY STRUCTURE TO TEACH ‘EXPOSITION’: GUIDELINES FOR INTERMEDIATE LEVEL ACADEMIC WRITING**

Vrishali Ingle Patil, English and Foreign Languages University, India  
Lina Mukhopadhyay, English and Foreign Languages University, Hyderabad, India

In the Indian academic scenario, like in any other ESL/EFL context, reading and writing of ‘exposition’ is a prominent text feature present not only in English textbooks but also in other content subjects. In this paper, we report a free recall study that investigated knowledge of whole text representation in 54 young ESL learners with a threshold level proficiency (B1/B2), for two types of expositions: descriptive and argumentative. The free recalls were analysed as use of summarising rules: selection, deletion, addition, and
substitution. The findings revealed that the learners were able to identify the key ideas for exposition of both texts; gaps in knowledge representation were detected in establishing links between main ideas in the argumentative text and in recalling supporting details in the descriptive text. In the second part of the paper, we explore the use of summary structure to teach exposition. Structural units unique to expository texts and a few of its subtypes like description, problem-solution, and causation will be presented as tree diagrams to build a shared macrostructure based representation with propositional links that hold a text together. Such pedagogical inputs will help learners build L2 academic writing skills and transfer such knowledge to other subjects.

PARALLEL SPEAKER 41

Monday, 11 March, 2019
14:45 PM – 15:35 PM
(Room 605, Level 6)

EFFECTS OF FIRST LANGUAGE IN ENGLISH CLASSROOMS ON EFL TEACHERS AND LEARNERS

Nguyen Thi Thanh Thuy, Nagaoka University of Technology, Japan

One of the prominent challenges in teaching English as a foreign language (EFL) in non-English speaking countries concerns the means of interaction between teachers and learners. This study employed quantitative and qualitative data to look into reasons, perspectives and attitudes of learners about the use of first language (L1) in English classrooms. 150 Vietnamese college students and ten lecturers were recruited to carry out the study. This research was conducted on data from 160 questionnaire surveys and 20 follow-up interviews. The results showed that students used L1 for a variety of reasons based on internal and external impact factors. Teachers and students either agreed or disagreed with L1 use with their own reasons and justifications. The findings indicated 80% of the teachers thought Vietnamese should be used in language classrooms. The complete avoidance of using L1 was not supported by the majority of students (82%) and teachers (80%). Moreover, the findings of students’ questionnaires and interviews revealed that using L1 played a mediating role in EFL language classrooms. This study recommended possible teaching approaches that either encouraged or discouraged the use of L1 in classrooms to modify classroom management and teaching methodology to regain an ideal efficiency in education.

PARALLEL SPEAKER 42

Monday, 11 March, 2019
14:45 PM – 15:35 PM
(Room 605, Level 6)

STUDENT PERCEPTION OF E-LEARNING ACADEMIC ENGLISH COURSE

Nurmala Elmin Simbolon, Politeknik Negeri Pontianak, Indonesia

This article seeks to document student perception of their experience in learning English using e-learning mode. The use of e-learning materials in English language teaching (ELT) is believed to be one way to providing students with more exposure to additional language practice and overcoming barriers of access to affordable quality education. However, this initiative has several challenges including sufficient availability of network, and skills and confidence in utilising gadgets to access such learning. A blended mode – classroom meetings and e-learning channel – of an Academic English course was designed and implemented in the research context. This action research focused on investigating students’ voices of their learning experience. Data collection included students’ questionnaires, recorded students’ WhatsApp group chat in two consecutive semesters and their participation in e-learning mode through the University course website and Google Classroom application. Data analysis was done with mixed-methods instruments. Results showed classroom meetings were preferred to the virtual modes. Internet connection and clarity of the instruction on the e-learning materials appear to be students’ main concerns. A social-media chatting was students’ most favourable learning activity. The article concludes with some recommendations for the implementation of a blended mode of ELT classrooms in Indonesian higher education.

PARALLEL SPEAKER 43

Monday, 11 March, 2019
14:45 PM – 15:35 PM
(Learning Space Room 807, Level 8)

A PORTFOLIO OF RESEARCH, ANALYTICAL AND WRITING SKILLS

Foo Khim Youn Justina, St Anthony’s Canossian Secondary School, Singapore
Valerie Ong, St Anthony’s Canossian Secondary School, Singapore
The urgency of ensuring that students are equipped to handle the volume of information today inspired this project: A research project where students are encouraged to read widely and deeply about a current affairs topic of their choice. Each student enters into the world of information research and they pick up skills pertaining to information literacy, opinion formation and crafting of an expository essay and speech. This session will bring you from the ideation stage through to the final deliverable of an expository essay and a debate. The four-month long process takes the students from the information gathering stage, where they analyse sources and learn to identify a reliable and credible source, to when they synthesise their data and produce a 500-word essay and conclude with a debate, where they articulate their views, backed by credible sources. This project aims to provide an integrated learning experience where students hone their writing, collaboration, and analytical skills, while navigating the information superhighway of the World Wide Web.

PARALLEL SPEAKER 44

MIND THE READING GAP

Tan Gek Hong Angela, Yio Chu Kang Secondary School, Singapore
Shanti Prakash, Tao Nan School, Singapore
Mok Song Imm, Xingnan Primary School, Singapore

This session will focus on closing the reading gap with an extensive reading programme. Dr Gene M. Kerns and Dr Jan Bryan (2018) shared staggering statistics about struggling readers and reading growth. They showed that students who read more frequently had higher reading scores—and the score gap between frequent readers and infrequent readers got bigger as students got older. Among nine-year-olds, there was only an 18-point difference between children who reported reading “never or hardly ever” and those who read “almost every day”. By age 13, the gap widened to 27 points. At age 17, it further increased to 30 points. As such, students need to read widely to close this reading gap. Teachers can help by starting a reading culture in the classroom with an extensive reading programme and instilling the joy of reading by introducing ReadWorks to their students. Participants can take away a sample extensive reading programme and look forward to a hands-on session on ReadWorks.

PARALLEL SPEAKER 45

QUIZLET FOR A REVIEW

Saranyaraja Muthumaniraja, Tama University of Global Studies, Japan

Learning the English Language with the help of applications on smartphones is now entirely on the vogue among the ESL learners. Using apps in the classroom spices up students learning on a larger scale. It also allows the students to experience the learning process yet another form. In this paper, we will discuss how quizlet could be used for a review in ESL classrooms at the university level in Japan. As technology evolves, the classroom methodologies have been evolving too. The game app revolution is in its full swing in this modern teaching era. These game apps have many dimensions. By working effectively, these game apps add a new dimension to our teaching. It gives a break from the traditional classroom while still reinforcing the skills the students are learning. The results indicated that using Quizlet for a review had a greater engagement of the learners than the traditional methods.

PARALLEL SPEAKER 46

LANGUAGE TEACHING IN THE WORKPLACE: PATHWAY TO PROFESSIONALISM IN THE AVIATION INDUSTRY

Paneeta Nitayaphorn, Flight Crew Resource and Language Training Department, Thai Airways International Plc Co Ltd, Thailand
Featured speaker representing Thailand TESOL

The Industrial Revolution has a great impact not only on disciplines, and economies, but also perspectives on education. It has changed the objective of education from just preparing learners for the world of work to
equipping them with skills they need to become potent, responsible and engaged citizens. ‘Education 4.0’ is the inventive outcome of this transition. A range of digital technologies, a prime key of Education 4.0, are widely implemented in ELT classrooms as it is believed that it could revolutionize the very fabric of learning; especially in students’ experience as well as their motivation and retention. Teaching professional which involves a commitment to being innovative and transformative in the classroom, is as well influenced by the trend of digital technology integration. Therefore, it requires an effort to select effective teaching and learning platforms as well as to design 54th RELC International Conference & 5th Asia-Pacific LSP & Professional Communication Association Conference 2019 purposeful and more functional curriculum to fulfill learners’ needs in performing efficiently at work and to satisfy organization’s expectation.

PARALLEL SPEAKER 47  
Monday, 11 March, 2019  
16:15 PM – 16:45 PM  
(Room 501, Level 5)

STUDENTS’ CITING STRATEGIES AND ABILITIES IN A YEAR 1 HEALTH SCIENCES ESSAY

Rosemary Wette, University of Auckland, New Zealand

Research in writing using sources has broadened from plagiarism to include legitimate but inexpert source text use and its challenges for novice writers. These include locating, comprehending, paraphrasing, synthesising multiple sources, and integrating sources with the writer’s propositions so that boundaries are clear and an authorial stance communicated. Inexperienced writers tend to fall back on patchwriting, favour non-integral, single source citations, and adopt an unwaveringly neutral stance towards sources. The naturalistic study reported here analysed citations (e.g. source and citation type, reporting forms, rhetorical purpose, quality) in essays by 13 writers in a New Zealand university. Interviews explored students’ citing strategies, and essay rubrics and marking criteria were examined. Analysis revealed reasonably accurate paraphrases; however, students’ awareness of the sophisticated aspects of this skill was limited, and their main citing objective was efficient reformulation through attribution-type citations with little attention to stance or authorial presence. Findings also showed that disciplinary expectations were modest, students were provided with essential information about conventions, and that their understanding of core issues was more important in the evaluation of essays. Subject-specific requirements support the view that discipline-specific EAP may be a better option for teaching this important set of writing skills beyond the basics.

PARALLEL SPEAKER 48  
Monday, 11 March, 2019  
16:15 PM – 16:45 PM  
(Room 502, Level 5)

DESIGN CONSIDERATIONS IN DEVELOPING A GAMIFIED GRAMMAR APPLICATION

Lee Chien Ching, Singapore Institute of Technology, Singapore

Communication is a key graduate attribute. In Singapore, English is taught as a first language. However, many undergraduates have weak language proficiency, due to environmental factors. Having audit classes to improve students’ proficiency could stigmatize and demoralize students. This presentation details design considerations for a gamified grammar application, which serves as a supplementary learning material outside class hours for undergraduates in a university in Singapore. Findings from focus group discussions on the app in terms of content and design, perceived usefulness, perceived interaction, user interface and perceived ease of use will be shared.

PARALLEL SPEAKER 49  
Monday, 11 March, 2019  
16:15 PM – 16:45 PM  
(Room 503, Level 5)

BEST PRACTICE IN ONLINE ELT DELIVERY

Ana Bratkovic, NEAS, Australia

NEAS has provided Quality Assurance services to the English Language teaching community both in Australia and neighbouring nations since its inception in 1990. In 2016, NEAS took a bold step by awarding its quality mark to a fully online English Language Teaching provider whose head office is in Australia but delivers high quality English tuition to students across the globe. How did NEAS apply its unique stakeholder driven feedback model of quality assurance not to bricks and mortar colleges but to a provider whose touch points with students are confined to cyberspace? This paper shares what NEAS has learned about delivering high quality online teaching, learning and student support and offers examples of best practice.
A CASE FOR DIGITAL STORYTELLING IN ENGLISH LANGUAGE TEACHING AND LEARNING

Phillip Towndrow, Centre for Research in Pedagogy and Practice, National Institute of Education, Singapore

Since time immemorial, we have told stories to entertain, inform and educate within and across generations. However, the incorporation of digital media and computer-based technologies into storytelling is a more recent curriculum innovation. Currently, there is a modest academic literature related to the form, content and creation of digital stories but we know even less about how they might support teachers’ professionalism and students’ learning in particular situations. In an attempt to fill these gaps, I present a case study of a trained ESOL teacher’s explorations into digital storytelling. I begin by describing and analyzing her personal meaning-making journey using an established multi-stepped process. Next, I outline the operating conditions under which we can design and enact digital storytelling tasks in English language classrooms to ensure maximal authenticity, safety and visibility. Finally, I will discuss some of the pedagogical implications of widespread digital storytelling with particular emphases on assessment and the ethical curatorship of digital artefacts.

LEVERAGING ON TECHNOLOGY TO TEACH WRITING

Caroline Chan, Sembawang Primary School, Singapore
Ng - Lee Wen Yen, Sembawang Primary School, Singapore

Leveraging on technology, the English Language and ICT teams in Sembawang Primary School implemented a combination of Joint Construction which is part of the Curriculum cycle (Derewianka & Jones, 2012 and Hunt, 1994) and Process Writing (McKensie & Tompkins, 2010 and Seow, 2002) as an approach to teaching writing. This reconceptualised approach to teaching writing offers an opportunity for pupils to learn collaboratively, the teacher assumes the role as facilitator and an authentic learning environment which hones critical thinking and decision-making skills. In the lesson package, pupils work in groups of 4-5 to plan and write a narrative text collaboratively, facilitated by teacher questioning and teacher modelling. In short, pupils leverage on the affordances of Google docs to interact with the teacher-facilitator as they co-construct as a class and later, individually group construct, evaluate peers’ writing, making the writing, drafting, redrafting and editing processes in process writing an interactive and meaningful experience.

TEACHING CONTENT OBLIGATORY LANGUAGE APPLYING SEMANTICS FROM LEGITIMATION CODE THEORY

Mark Brooke, National University of Singapore, Singapore

Content and Language Integrated learning (CLIL) is increasingly common in higher education globally. CLIL has been praised as an input-rich approach. Pedagogy is commonly presented using distinctions between Content Obligatory Language (COL) and Content Complementary Language (CCL). COL is the ‘discipline key content concepts’; CCL, the academic language required to carry the content. The paper seeks to demonstrate how Content Obligatory Language (COL) can be organised in a syllabus and transmitted in teacher talk in the classroom applying Semantics from Legitimation Code Theory (LCT). Using Semantics, it is possible to conceptualise and sequence the COL effectively. Essential questions can be asked such as: which concepts and contexts do I teach in this discipline? how do I teach these? and how do I build this knowledge cumulatively? An action research collective case study was conducted for a CLIL programme at a leading Asian University over 2 years. It produced data in the form of transcripts of teacher discourse during lectures, reflections from a teaching journal as well as comments from interviews with student participants.
A CORPUS-BASED STUDY OF POPULAR SONG LYRICS FOR ELT

Hsien-Chin Liou, Feng Chia University, Taiwan
Hao-Ting Lee, Feng Chia University, Taiwan

Corpus-based studies are prospering recently as more diversified corpora, written or oral genres, have been examined with applications to various areas of language studies. Song lyrics are among corpora which have received very limited attention while they are a common source of pedagogical materials for English language teaching. The paper adopted a corpus-based approach by analyzing 397 song lyrics taken from the top US billboard charts and ranked in a five-year span (between 2009 and 2017, more than 150,000 tokens). Our sample featured more updated songs than those in the prior studies (Motschenbacher, 2016; Tegge, 2017, songs ranked in 2015 and 2017). Word frequency, phrasal units, and word profiles of difficulty levels were computed. We also examined whether there were gendered differences about common words used by 34 singers. To illustrate, baby was a more favored word by female singers while singers of both genders used love equally frequently. Colloquial expressions such as wanna, gotta, kinda or ya, and writing conventions like in’, ‘cause were analyzed both quantitatively and qualitatively. Their linguistic make-up shows the unique corpus features of song lyrics as they are claimed to be more oral than written. Pedagogical implications will be discussed based on significant findings.

NEEDS ANALYSIS: GRADUATE STUDENTS’ COMMUNICATION CONCERNS

Sujata Surinder Kathpalia, Nanyang Technological University, Singapore
Kenneth Ong, Nanyang Technological University, Singapore
Alvin P Leong, Nanyang Technological University, Singapore

Graduate programs in most universities are typically oriented towards training students to master their disciplinary studies and communication skills courses are often offered as add-on courses without taking into consideration the needs of the students. The needs of graduate students can vary depending upon their educational backgrounds and English language proficiency and as such, it is important to conduct a needs analysis to ensure that these courses cater to their needs. Using a focus-group format, this study was conducted to examine the communication needs of local and international graduate students at Nanyang Technological University. More specifically, the objectives were to investigate the communication tasks prioritised by these students, their communication needs and difficulties, as well as the help they would need through communication skills courses at the university. The findings suggest that the needs of the students vary depending upon their proficiency in English, those with higher proficiency aspiring to master a repertoire of academic genres and higher-order language skills whereas those with lower proficiency requiring more help with lower-order language skills as well as more peer and professor support. These findings have implications for curriculum development and teaching pedagogy.

USING L1 TO TEACH EAP/ESP AT A BRITISH UNIVERSITY: AN ETHNOGRAPHIC PERSPECTIVE

Siew-Peng Lee, Brunel University, United Kingdom

Using L1 to teach ESL remains a controversial strategy amongst scholars and practitioners. This paper documents the use of L1 culture/history/philosophy to teach specific aspects of EAP/ESP to mainly Chinese pre-Master’s students. It will present brief ethnographic data on the pre-sessional programme at a British Russell Group university, attended by more than 600 international students heading for quite different destination subjects, at which the 50+ tutors were given near-complete freedom in designing subject-specific curricula to suit their own students. This will be followed by an explication of how I used, for example, a Chinese proverb to demonstrate scanning, a historical event to introduce critical thinking, and a Chinese word (character) to reinforce the pattern of punctuating in-text citations. As such, it was not a case of using L1 to teach ESL, but rather one of using what social anthropologists would term ‘local knowledge’ to teach.
EAP/ESP. Given that ‘local knowledge’ is now more readily accessible through digital means, these ‘experiments’, if successful, will in turn beg the question as to whether such strategies could be adapted to teach any L2 to other language/ethnic groups. I will discuss this briefly in conclusion.

PARALLEL SPEAKER 56

Monday, 11 March, 2019
16:15 PM – 16:45 PM
(Room 603, Level 6)

PERSPECTIVES OF MAINSTREAM STUDENTS WITH SPECIAL EDUCATIONAL NEEDS ON INCLUSION

Siti Mariam, Dyslexia Association of Singapore, Singapore

Developments in inclusive education practices have resulted in increased support and resources for students with SEN in mainstream schools. Nevertheless, how these practices are perceived by local students with SEN have largely been overlooked. This study aims to examine the perspectives of these students on the inclusion and inclusive education practices in their mainstream schools and classes. Data was generated through questionnaires and semi-structured interviews. Students’ perspectives were organized based on three guiding questions: (1) To what extent do students with SEN feel included (or excluded) in their schools and classrooms, i.e. during both academic and social situations?; (2) What academic or social-emotional barriers do they face that may affect their perspectives of the inclusion or inclusive education practices in their schools and classrooms; and (3) How can these barriers be overcome? The findings indicated students’ varying perspectives on the following themes: Teachers’ attitudes, school system, academic support and peer support. Barriers related to the themes were also identified. Recommendations to overcome these barriers include developing teachers’ attitudes, exploring later school start times, regulating homework assignments and promoting a culture of respect in classrooms.

PARALLEL SPEAKER 57

Monday, 11 March, 2019
16:15 PM – 16:45 PM
(Room 604, Level 6)

THE POWER OF CRITICALITY IN AN EAP CLASSROOM

Robert Higgins, University of Nottingham, Japan

English for Academic Purposes (EAP) is oriented towards accommodationism (Belcher, 2004), where it seeks to help learners fit into rather than resist or contest the existing socioeconomic and sociopolitical structures, no matter how inequitable their power distribution may be. This study employed an ethnographic case study approach to investigate the power of criticality in an English for academic purposes classroom. The necessity to develop these kinds of localised policy planning initiatives in Japan is related to the Japanese Ministry of Education, Culture, Science and Technology (MEXT) espousing over an extended period policies they believe appropriately respond to global higher educational orientations to internationalisation. Current MEXT-initiated policies continue to be closely aligned to previous initiatives that by design were limited within narrow culturalist and monodirectional conceptualisations of internationalisation delivered through English language education. To counteract these limitations, this study adopted two complementary frameworks on power (Gaventa, 2007) and criticality (Barnett, 1997) to conceptualise a critical EAP approach that supports global citizenry internationalisation education. This presentation will underline the importance of critical approaches to English language education that cultivate policy planning spaces that contribute to progressive and socially just enactment of internationalisation for Japanese higher education.

PARALLEL SPEAKER 58

Monday, 11 March, 2019
16:15 PM – 16:45 PM
(Room 605, Level 6)

RESEARCHING AND TEACHING EFFECTIVE NURSING HANDOVER COMMUNICATION IN A HONG KONG HOSPITAL

Jack Pun, City University of Hong Kong, Hong Kong

Clinical handover – the transfer between clinicians of responsibility and accountability for patients and their care – is a pivotal, high-risk communicative event in hospital practice. Studies focusing on critical incidents, mortality, risk and patient harm in hospitals have highlighted ineffective communication – including incomplete and unstructured clinical handovers – as a major contributing factor. In this paper, we detail the
research and the Better Handover training we have now delivered to nurses at a bilingual hospital in Hong Kong. We first describe four identified areas where changes to handover practice are likely to improve patient safety and continuity of care: 1) Handovers would be safer and more consistent if nurses followed an agreed and systematic structure to sequence their presentation of handover information; 2) All incoming nurses need to actively engage with the handover by interacting to check, clarify and confirm information; 3) Outgoing nurses need to ensure the explicit transfer of responsibility by requiring confirmation and readback of key information, including instructions for the patient’s ongoing care; 4) All nurses present need access to the relevant documentation at the time of the handover, and need to be trained to use the verbal handover to add value.

PARALLEL SPEAKER 59

Monday, 11 March, 2019
16:15 PM – 16:45 PM
(Learning Space Room 807, Level 8)

COPING WITH ANXIETIES OF MEETING WITH NEW FRIENDS ONLINE: A TAIWAN-FRANCE TELECOLLABORATION

Sa-hui Fan, National Taichung University of Education, Taiwan

Telecollaboration in an EFL classroom has been suggested in many studies as an effective method to facilitate learners’ intercultural learning (Belz, 2003; Kern, 2000; O’Dowd, 2007 & 2011; Warschauer, 1996). As information and communication technology develops rapidly, it is a trend that the online written communication is largely replaced by synchronous and face-to-face online communication. This trend brought real-time online communication into many EFL classrooms. Many synchronous online tools, such as Skype, Google Chat, Facetime, and so on have been adopted in foreign language classrooms. However, synchronous telecollaboration does not naturally reduce learners’ awkwardness and fears of meeting with strangers online. In this study, how 5 Taiwanese graduate students develop strategies to overcome communication breakdowns during their synchronous meeting with the French partners at a Taiwan-France telecollaboration project was analyzed and investigated. Five Taiwanese and twelve French graduate students participated in this project that included 3 synchronous online discussion tasks in one semester. Qualitative data were collected and analyzed. The results showed that the initial Skype meeting seems to be the most challenging one. Awkwardness, nervousness as well technical problems appear to hinder smooth online communications with partners on the other end. However, students gradually developed strategies to overcome the obstacles. Their strategies include frequently switching between the computer desktop and their faces on the partners’ screens, preparing questions in advance, using a small whiteboard or paper to handwritten English, sending emails to the partners beforehand, and being sensitive and aware of the different conversation styles. In the process of adjustments, the 5 learners’ stereotypes of the French people had been gradually rejected.

INVITED SPEAKERS

INVITED SPEAKER 6

Monday, 11 March, 2019
16:55 PM - 17:45 PM
(Auditorium)

ARTIFICIAL INTELLIGENCE: CHANGING THE FACE OF FORMATIVE AND SUMMATIVE ASSESSMENT.

Rose Clesham, Pearson, United Kingdom

Millions of English as a second language students are taught and assessed each year on both receptive (listening and reading) and productive (speaking and writing) skills for entry into English speaking universities or professions. These tests are high stakes and prospective candidates apply from across the world. So how can these skills be tested with high validity, reliability and lack of bias and obtain almost immediate feedback, accurate scoring and diagnostic information? This talk will describe and demonstrate how research and advances in Artificial Intelligence (AI) technologies have changed the way one of these testing agencies now assesses and measures oral, aural, reading and written skills, on a global scale, using large world wide data sets. Artificial Intelligence as a concept is not new, dating back over seventy years. However, the enormous computing power now available enables AI and automated machine decision-making to effortlessly process big data and it is applied to many areas of society, from banking to entertainment. In an educational assessment context, these AI technologies can be used for formative or summative purposes, and may in time replace both national and international tests and assessments. Public perception in this area has often focused on the lack of human interaction and judgement when automated marking technologies are used. This talk will demonstrate that in many ways, the opposite is true. The use of artificial technologies allows the
judgement of hundreds of human assessors to work in unison, increasing validity in terms of broader content representation, and removing bias and low reliability issues. These technologies also significantly reduce teacher workload in terms of marking student work, yet still benefiting from diagnostic feedback on their students, which releases valuable time to facilitate personalised learning.

INVITED SPEAKER 7

Monday, 11 March, 2019
16:55 PM - 17:45 PM
(Rooms 503 & 504, Level 5)

THE USE OF TECHNOLOGY IN SECOND LANGUAGE READING RESEARCH: INSIGHTS FROM EYE-TRACKING

Ana Pellicer-Sanchez, UCL Institute of Education, UOL, United Kingdom

The ability to read fluently is one of the most important skills in second and foreign language learning and through reading learners can improve a variety of linguistic skills. Previous research has shown that reading is an important source of vocabulary growth and that combining reading with other sources of input (such as pictures and auditory input) can further increase the learning potential of reading. However, these previous findings were mainly based on scores in off-line, post-reading tests that do not provide information about the actual process of reading. Technological advancements have made it easier for researchers to explore learners' online reading behaviour. Despite being an established technique in other fields, using eye-tracking to record readers' eye movements has only recently started to be used in second language learning research. This presentation will illustrate how the use of eye-tracking can help researchers and teachers gain a better understanding of the reading process and of the learning potential of reading. It will provide an overview of what eye-tracking studies have shown about second language reading in a variety of conditions (i.e., reading only, reading supported by pictures and auditory input), and will discuss important pedagogical implications of these research studies.

INVITED SPEAKER 8

Monday, 11 March, 2019
16:55 PM - 17:45 PM
(Rooms 506 - 508, Level 5)

A TEST DEVELOPMENT MODEL FOR DEVELOPING LOCALISED, AND LOCAL TESTS

Johanna Motteram, British Council, Singapore

Development of tests and other assessments is a challenging task for teachers. This talk introduces the British Council's circular-flow model of test development (Fairbairn and Dunlea, 2018), a template of the processes followed by the British Council Test Development Team. This model is illustrated by description of the adaptation of an existing test, Aptis for Teens, for a particular group of test takers and for a clearly defined test use. The new test, Aptis for Teens Advanced, is a test of English for teenagers (13-17 year olds) who are proficient users of English, and is used for entry screening into an English as a Medium of Instruction high school. Particular attention will be paid to elements of the model of test development which are transferable to small scale assessment development. These include test and item design and specification, and item writing and quality assurance. Furthermore, there will be discussion of the challenges and opportunities of localisation (O’Sullivan and Dunlea, 2015), wherein tests which were originally designed to be globally neutral are adapted for a specific candidate population and use.

INVITED SPEAKER 9

Tuesday, 12 March, 2019
09:00 AM – 09:50 AM
(Auditorium)

THE CEFR AND LANGUAGE LEARNING IN THE DIGITAL ERA: CHALLENGES AND OPPORTUNITIES

Bernd Rueschoff, Institute for Anglophone Studies University Duisburg Essen, Germany

As the conference theme suggests, the dimensions of teaching and learning English, in fact of all foreign languages, in the digital era need to be reflected and expanded. Plurilingual and pluricultural contexts together with online interactions and transactions having become normalized social and professional practices suggest the need for a rethinking of curricula, methodologies, as well as the aims, and outcomes of classroom practices and learning arrangements. In view of such developments and challenges, the Council of Europe has updated and extended the descriptors of the Common European Framework in a large-scale
international project resulting in the publication of the CEFR Companion Volume with New Descriptors in 2018. These descriptors now specifically include skills and competencies needed for online practices. This paper will present an overview of the “new” CEFR as well as a discussion of how the revised as well as the additional descriptors together with current paradigms for language learning might impact the use of digital tools in the language classroom. In addition, a few samples of practice will be shared.

INVITED SPEAKER 10
Tuesday, 12 March, 2019
09:00 AM – 09:50 AM
(Rooms 506 - 508, Level 5)

INTEGRATING EIL, WE, AND ELF PARADIGMS IN TEACHING ENGLISH FOR GLOBAL COMMUNICATION

Nobuyuki Hino, Graduate School of Language and Culture, Osaka University, Japan

*Due to unforeseen circumstances, Nobuyuki Hino is unable to attend the conference

This paper discusses, with concrete examples of pedagogy, how paradigmatic differences in the study of global Englishes may be reconciled for the purpose of language education. During the past four decades, various theoretical frameworks have been proposed for analyzing the global use of English, including EIL (English as an International Language) (Smith, 1981), WE (World Englishes) (Kachru, 1985), and ELF (English as a Lingua Franca) (Jenkins, 2000; Seidlhofer, 2001). Today, differences rather than commonalities among these paradigms are sometimes highlighted, especially with regard to contrastive orientations between WE and ELF. However, while it is academically significant to examine such issues, it is also important from a pedagogical perspective to recognize those frameworks not as mutually exclusive but as complementary to each other. Language education is, by its nature, required to be eclectic and integrative (e.g. Richards and Hino, 1983). From an interdenominational position (Hino, 2018 cf. Kirkpatrick, 2007; Low, 2015), this paper argues for the need of overcoming discrepancies in schools of thought in favor of the bigger cause of teaching English for intercultural communication.

PARALLEL SESSIONS

PARALLEL SPEAKER 60
Tuesday, 12 March, 2019
10:30 AM - 11:00 AM
(Tanglin Room 1, Level 1)

IMAGE, TEXT AND STORY: USING GRAPHIC NOVELS IN THE CLASSROOMS

Tulika Kakkar, National Institute of Technology, India

As innovation and experimentation becomes a common feature of language classrooms, graphic novels are increasingly gaining acceptance as a potential resource and an alternative medium of language teaching. My presentation would demonstrate ways in which graphic novels can be used in teaching writing skills along with vocabulary development. Using comic panels from the graphic novel ‘Maus’ by Art Spiegelman, with the text removed, the presentation would highlight how human brain responds to pictures or sequential art by constructing an accompanying language around it. The missing information is processed and substituted by human brain, a process termed as ‘closure’ by McCloud. This function of the brain can be further guided in learning writing skill and in enrichment of vocabulary. The wordless comic panels are the content which engages learners in producing language and in developing metacognitive awareness among the learners. This presentation would be useful for language teachers looking for new and unconventional medium and willing to dabble in new forms and content.

PARALLEL SPEAKER 61
Tuesday, 12 March, 2019
10:30 AM - 11:00 AM
(Tanglin Room 2, Level 1)

DIALOGIC TEACHING AND THE CHALLENGE FOR MATERIALS DESIGN

Andrew Littlejohn, Universiti Brunei Darussalam, Brunei Darussalam

Dialogic teaching has recently emerged as one of the most powerful innovations in pedagogy. Drawing on insights from constructivist thinking, dialogic teaching proposes a strong role for the teacher in stimulating learners’ own construction of knowledge through ‘exploratory talk’ and the training of learners to work in groups in this manner. Researchers at the University of Cambridge have successfully shown how this can be applied in school-based education and have developed dialogic materials for the teaching of mathematics.
It is, however, perhaps ironic that dialogic teaching poses a significant challenge for language teaching, particularly for materials design. With a tradition which generally involves learners in reproducing language and content supplied to them, many conventional task types (e.g. comprehension questions, gapfills, guided writing) are ill-suited to dialogic approaches. This paper outlines the significant value of dialogic approaches in language teaching, particularly by making the communication of ideas both the goal and means of language education. Drawing on Littlejohn’s influential framework for the analysis of tasks (2011), now extensively used by researchers (Tomlinson 2017), this paper argues that it is possible to delineate the qualities that ‘dialogic materials’ need to have, and shows how this can potentially be applied to classroom work.

PARALLEL SPEAKER 62

Tuesday, 12 March, 2019
10:30 AM - 11:00 AM
(Room 501, Level 5)

USING INSTAGRAM TO HELP JAPANESE STUDENTS CONNECT, IN ENGLISH!

Simon Park, Asia University, Japan

This paper details the usage of Instagram (a social media application) as a group dynamic exercise in freshman English classes at a Japanese university. Instagram was used as a means to motivate and improve the quantity and quality of output from students. Each student in a class created a private Instagram account and connected with the other members in their class. This platform was then used to create group exercises for the class and supplement the textbook-based curricula of two “basic user” (according to the CEFR scale) English classes. The Instagram activities were used on a rotating basis between the two classes. Quizzes associated with their textbook and observations of in-class speaking productivity, as well as student evaluations were used to measure progress in output and student engagement. Referencing Schmidt’s noticing hypothesis (Schmidt, 1990) this paper argues that Instagram usage improved English output and increased student engagement. This has implications for language teachers of students with low motivation and confidence and for teachers seeking to incorporate more technology into their lessons.

PARALLEL SPEAKER 63

Tuesday, 12 March, 2019
10:30 AM - 11:00 AM
(Room 502, Level 5)

RAISING GENRE AWARENESS IN A JAPANESE-TO-ENGLISH TRANSLATOR TRAINING CLASS

Shoji Miyanaga, Kindai University, Japan
Judy Noguchi, Kobe Gakuin University, Japan
Atsuko Misaki, Kindai University, Japan

The language distance between English and Japanese is one of the greatest according to U.S. Foreign Service Institute Language Difficulty Rankings. This raises many issues when translating from Japanese to English, including word choice, sentence structure, and information ordering as well as grammar and technical points. To overcome these problems, we used an ESP approach to teach a translator training class for adults at a private school in Osaka. Students with TOEIC scores of 730 to 985 or TOEFL PBT version of 500 to 623 registered for a 6-month class. The present study was conducted to examine the effect of the ESP approach on the revision of the first student translation drafts. As many of the students aimed to work as professional translators, they needed to acquire the ability to self-monitor their work. To promote this, after familiarizing the students with ESP genre concepts, they discussed the features of their first drafts with classmates. After this, they prepared their second drafts which were examined for the changes made, especially in relation to genre issues. Here we report on how the ESP approach can be applicable for advanced learners of English who wish to employ it for professional use.

PARALLEL SPEAKER 64

Tuesday, 12 March, 2019
10:30 AM - 11:00 AM
(Room 503, Level 5)

EVALUATING THE PRESENTATION OF WORKPLACE TALK IN CONTEMPORARY BUSINESS ENGLISH TEXTBOOKS

Clarice Chan, The Hong Kong Polytechnic University, Hong Kong
Researchers of workplace talk have shown the prevalence of relational language, the language for maintaining good relations. To help business English learners establish and maintain good working relations with co-workers, business English textbooks need to teach not only transactional language but also the relational language for handling different workplace communicative events. However, no materials evaluation project has yet specifically investigated how far business English textbooks cover relational aspects of workplace talk and whether relational language is presented and taught effectively. In this presentation, I show the findings from a materials evaluation project, where the treatment of relational language in contemporary business English textbooks was analyzed from both linguistic and pedagogical perspectives. I show that, while some textbooks do not pay enough attention to relational language, several others include language input that is more firmly based on research. On the basis of the findings, I provide suggestions for materials writers and teachers who would like to incorporate some insights from relevant business English research into their teaching materials.

PARALLEL SPEAKER 65

ENGAGING DIGITAL NATIVES - ICT IN THE ENGLISH CLASSROOM

Mumtaj Menon-Ibrahim, Huamin Primary School, Singapore
Sim Xin Yi, Huamin Primary School, Singapore

To nurture future-ready learners and infuse joy of learning, Huamin Primary School has taken the initiative to infuse ICT into the teaching and learning of EL in our classrooms. By weaving ICT purposefully into the EL curriculum, language learning becomes meaningful, interactive and fun. Tapping on our students’ curiosity to learn, we also recognise the pivotal role ICT plays in developing independent and creative students who enjoy learning EL. Teachers were introduced to use the Student Learning Space (SLS), the online learning platform which contains curriculum-aligned resources and learning tools, to select appropriate ICT tools that are aligned to learning goals and conventions to better engage our students. Some web-tools like Quizvez, Padlet and Google sites were included in lesson packages that exposed students to tutorials and online discussion forums on SLS. Through these collaborative sessions, students tap on one another’s expertise to further enhance their learning. Apart from SLS, students are also engaged in an interactive English Digital Learning Trails using i-PADS. During this session, the team will share the steps and processes taken to design these engaging ICT-infused EL lessons and extension activities, to develop joy in learning EL and to make further connections to the existing curriculum.

PARALLEL SPEAKER 66

WORD LISTS FOR ACADEMIC PURPOSES IN DIGITAL TEACHING AND LEARNING

Averil Coxhead, Victoria University of Wellington, New Zealand

The focus of this talk is general academic and specific purposes word lists and approaches to learning and teaching in the digital era. Word lists have a great deal to offer learners and teachers, but they need to be handled carefully to be used effectively. This talk introduces several word lists (single words as multiword units) and suggests several ways for teachers and learners to evaluate the usefulness of these lists for programmes and autonomous learning purposes. The second part of the talk discusses principles for developing and critiquing a digital approach to using these word lists, drawing on existing examples and tools. Participants will be encouraged to try out and troubleshoot some online tools for exploring academic word lists.

PARALLEL SPEAKER 67

TOEIC IP (L&R) AND L2 WRITING LEXICAL SOPHISTICATION: AN EXPLORATORY STUDY

Masakazu Mishima, Rikkyo University, Japan

The TOEIC IP (L&R) is a widely used placement test in Japanese tertiary education. The present research aims to explore the validity of the test by examining Japanese university students’ overall English language
proficiency as measured by the TOEIC IP and their lexical sophistication in persuasive essay writing. Data were collected from freshman year Japanese university students (N=92). Relationships between participants' TOEIC IP scores and a variety of lexical sophistication indices as measured by a corpus based text analysis tool (i.e., TAALES) were explored. A series of independent sample T-test reveals statistically significant differences in several indices of lexical sophistication (i.e., word count, range, bi-gram and tri-gram frequency, meaningfulness, and familiarity). Implications are discussed in terms of L2 writing instruction in classroom learning situations.

PARALLEL SPEAKER 68

Tuesday, 12 March, 2019
10:30 AM - 11:00 AM
(Room 508, Level 5)

ENABLING FACTORS FOR SPECIAL NEEDS SUPPORT IN MAINSTREAM SINGAPORE SCHOOLS

Elizabeth Ow Yeong Wai Mang, NIE, Singapore

This is an ethnographical qualitative inquiry into the quest to explore the factors (both personal and systemic) that have enabled educators to effectively work with students with special needs in the mainstream Primary and Secondary schools, and enabled these students to have a positive experience in schools. It is situated in a social constructivist paradigm of inquiry and involved the qualitative input of 40 educators who had been successful in their support of students with special needs in the mainstream Primary and Secondary schools. A framework is then proposed for educators to enable them to effectively work with students with special needs in the mainstream Primary and Secondary schools in Singapore.

PARALLEL SPEAKER 69

Tuesday, 12 March, 2019
10:30 AM - 11:00 AM
(Room 601, Level 6)

TASK ANALYSIS OF ENGINEERING RESEARCH FOR A BLENDED, GENRE-BASED GRADUATE COURSE REDESIGN

Adam Turner, Hanyang University, South Korea

What do computers, students, and instructors do best? The redesign and results of a 14-year-old course on English for research publication in Engineering is presented. Implementation of blended, quiz-based formative assessment using a mastery learning model with genre-based, peer learning frameworks was the focus. Central to the design was task analysis to determine the optimal type of pedagogical method (lecture, online quiz, task-based activity, blended, or other) to achieve each learning objective. The conclusion of the study is that learning objectives based on task analysis, rather than a predetermined class "pedagogical model" (online, flipped, or traditional) should drive course design. A framework for task analysis is presented that will help attendees determine when to use standalone online materials to meet course objectives. This framework is especially suitable for authors learning to write for publication and by extension workplace learning where flexible "support" rather than traditional classes may be the optimal solution. Such support allows for multimodal delivery through a combination of classes, workshops, e-learning, or consultations determined by the learning objectives. Specific worked examples and data from the course is provided. The work of the Hanyang Center for Smart Teaching and Learning, English Writing Lab exemplifies an ongoing implementation.

PARALLEL SPEAKER 70

Tuesday, 12 March, 2019
10:30 AM - 11:00 AM
(Room 602, Level 6)

EAP AT KYUSHU UNIVERSITY IN JAPAN: 30 YEARS OF ELT

Toshihiro Shimizu, Kyushu University, Japan

Featured speaker representing JACET

This presentation describes and evaluates 30 years of English language teaching at Kyushu University, which is located in the south-western part of Japan and one of the oldest and biggest national universities in Japan with approximately 20,000 undergraduate and graduate students and 2,000 teachers and researchers. Since the deregulation of University Act in 1991, which has made university curricula in Japan more flexible, our university has revised its ELT curriculum several times according to the digitalization and globalization. The main revision of the curriculum is twofold: introduction of CALL (Computer Assisted Language Learning) and
specification of EAP. In order to accomplish the latter, new academic English program, which is called “Q-LEAP” (Kyushu University Learning English for Academic Purposes), was established and is revised. The concepts and contents of Q-LEAP as well as its potentials and problems with a limited budget and human resources are discussed, introducing several textbooks written by the English department of the university.

PARALLEL SPEAKER 71
Tuesday, 12 March, 2019
10:30 AM - 11:00 AM
(Room 603, Level 6)

PREPAREDNESS FOR LEARNING AND USING ESP: VOICES FROM ACADEMIC AND PROFESSIONAL SETTINGS

Hanan Al Kandari, University of Bath, Kuwait
Tayba Al Hilali, UCL, Oman

The basic concept underpinning the ESP field is preparing the learners to interact successfully in their target professional communities after the completion of their courses. However, learners face numerous struggles impacting their preparedness to receive ESP content in their courses. After graduation, these struggles continue to influence the professionals’ abilities to use ESP successfully in their workplace setting. This paper qualitatively explores the views of learners and graduates from two vocational colleges in Kuwait and Oman to gain insights into how their views shape their preparedness for the academic and professional settings. Data from interviews with the learners and alumni revealed the accumulation of previous learning experiences as a key factor impacting their preparedness for learning and using ESP. The awareness of the need for ESP before embarking on a professional experience, and the challenges stifling the successful use of ESP in the workplace were also among the findings reported in the study. The study bears implications for informing the ESP course design and development through considering voices from the academic and professional contexts.

PARALLEL SPEAKER 72
Tuesday, 12 March, 2019
10:30 AM - 11:00 AM
(Room 604, Level 6)

PROJECT TEXTURES: THE POWER OF TEAM TEACHING AND MULTIPLE GENRES

Liew Pei Li, Hwa Chong Institution, Singapore
Tommie Chen Shiong Chuk, Hwa Chong Institution, Singapore

Through co-generative dialoguing and team-teaching, we designed a package that enabled students to become 21st-century global citizens involved in serious intellectual and moral examinations. By combining Corpus Linguistics analysis of media articles with close reading of literary non-fiction, students critically examined the framing, perspective, and thereby biases and assumptions underlying the texts from different genres. In particular, we focused on the theme of transnational crimes. To help students to question preconceived ideas — perpetuated in society as unquestioned truths as well as their own assumptions — we focused not just on what was presented, but the gaps present. This presentation culminated in a video produced by students in groups to showcase the perspectives presented; the voices that have been left out; and the root causes or underlying issues that have often been ignored in the transnational crime they chose to examine. Ultimately, the project allowed them to learn to navigate trans-media content, learn to learn, and learn to work with others.

PARALLEL SPEAKER 73
Tuesday, 12 March, 2019
10:30 AM - 11:00 AM
(Room 605, Level 6)

USING CORPUS BASED APPROACH TO ENHANCE THE WRITING SKILLS OF EFL LEARNERS

Udaya Muthyala, The English and Foreign Languages University, India

Writing plays a major role in academic contexts and corpus linguistics provides effective approaches in learner language and academic writing. Academic writing is a challenging task for EFL learners as it is not explicitly taught as part of academics. The major focus of writing at the higher levels of education is concerned with the processes learners’ take to write a text and not on genre conventions and language patterns that determine the quality of writing. Hence, learners are tested on the basis of the final product. This study examines the effectiveness of corpus based approach to teach academic writing by placing micro and macro
level fields together that is the theories of corpus and genre analysis, help learners’ improve their writing. Besides genre and corpus materials, two checklists – corpus checklist and genre checklist are used to document the learners’ responses to the new approach to teaching writing. The data is analysed qualitatively wherever word and text level changes are highlighted. The tools and writing materials designed for the intervention period are analyzed to seek answers to questions such as: what aspects of learners’ writing can be improved using corpus-based genre and how learners respond to genre and corpus intervention?

PARALLEL SPEAKER 74

HOW TO UTILIZE INFORMATION FROM THE INTERNET EFFECTIVELY THROUGH EFL GROUP WORK

Emika Abe, Daito Bunka University, Japan
Toshiko Sugino, Kokugakuin University, Japan
Mami Ueda, Chiba Prefectural University of Health Science, Japan

Recently most students come to university with their own smartphones. They immediately attempt to search the Internet whenever they come across unfamiliar information; even in class. In short, smartphone enables them to obtain the information they want right away. The students seem to believe any information on the net without doubt. Do they really know how to utilize the information on the net effectively as well as appropriately? In this study, we reveal how students utilize information on the net effectively through group work. In the college writing class, teachers first give lectures on how to choose right information and the manners including plagiarism as it is now a big issue in Japanese universities. Then, as a group project, students in the group check whether or not the information they get is the proper information, write English passages based on it, exchange and check their writings with one another, revise and present their project in class. Student evaluation and teacher evaluation for the group work are then demonstrated. Some implications for further research are explained.

PARALLEL SPEAKER 75

DEVISING FACEBLOOM ACTIVITIES FOR ENGLISH LANGUAGE RADIO BROADCAST

Su Khine Oo, Yangon University of Foreign Languages, Myanmar

Shawcross (2013) states that “Edison’s phonograph (1890) and the spread of digital computer technology have made way for two subsequent major steps in language teaching practice,” which are (i) the audio cassette from the late 1970s which supports audiolingual method and (ii) interactive multi-media courseware over the last ten years which has given rise to the emergence of effective teaching practices. Digital teaching aids can no doubt stimulate students’ interest in learning languages as they help students and teacher save time and energy. In this paper, English language teaching to BA English First Year Students has been combined with digital tools for better outcomes of language proficiency. This paper aims to justify the effectiveness of language activities based on Revised Bloom Taxonomy and to observe students’ attention, relevance, confidence and satisfaction in terms of Keller’s ARCS motivational design model (1983) when they are exposed to digital learning environment. Summative assessment on students’ performance and motivation after blended digital lessons through Facebook, Audacity Software and mobile phone are scientifically done using self-designed rubrics and reflection sheets. It is anticipated that practices and concept of this paper would somehow initiate the integration of English language teaching with digital tools.

PARALLEL SPEAKER 76

THE EFFECT OF AN ONLINE GLOSSING SYSTEM ON EFL VOCABULARY LEARNING

Kei Miyazaki, Tokai University, Japan

As a context-based academic vocabulary learning strategy, glossing is often promoted as a method for helping increase the percentage of known words in texts (Ko, 2012; Nation, 2006; Schmitt, 2008). Several vocabulary learning studies have also advocated using online systems to facilitate vocabulary retention (Kalyuga et al., 2013; Ramezanari, 2017). However, there are limitations in terms of sufficient empirical evidence based on learners’ proficiency levels and practical vocabulary use. With this in mind, the present
study examines the effectiveness of an online vocabulary learning tool in Japan on the gains in passive and active vocabulary use of students at a range of proficiency levels. The participants were 58 Japanese EFL university students who took a pre-test and two post-tests and completed a questionnaire; the results emerging from cluster analysis and ANOVA verified the use of the tool for retaining passive vocabulary, but there seemed to be little difference between advanced and intermediate level students in terms of the tool's impact on active vocabulary. The study highlights the need to include the tool’s functions that enhance student levels of word production as well as recognition.

PARALLEL SPEAKER 77  
Tuesday, 12 March, 2019  
11:10 AM - 11:40 AM  
(Room 502, Level 5)

ENGLISH COMMUNICATION BETWEEN MEDICAL DOCTORS AND INTERNATIONAL PATIENTS ON CAMPUS IN TAIWAN

Amy Wei-Jene Chen, National Taiwan University of Science and Technology, Taiwan

Since the late 1990s, internationalization has emerged as one of the global issues for higher education. In order to gain global visibility and competitiveness, universities in Taiwan are required to promote internationalization and to recruit international students has become a must. Consequently, the number of international students has dramatically increased. The increase of international students has increased the total frequency of their visits to the university medical center on campus. The English proficiency of campus medical doctors (thereafter campus doctors) influences their ability to gather information in order to facilitate accurate diagnosis, do proper consultations, or give therapeutic instructions. It is important to know the extent to which the campus doctors’ English proficiency, English needs, and challenges when communicating with international patients. Data will be collected through interviews and observations with both campus doctors and their international student patients in several universities. The findings will contribute to our understanding of the effectiveness of doctor-patient communication. An appropriate in-service English language training program will be recommended.

PARALLEL SPEAKER 78  
Tuesday, 12 March, 2019  
11:10 AM - 11:40 AM  
(Room 503, Level 5)

ELF-AWARE PEDAGOGY: SPEAKING AND CRITICAL WRITING UTILIZING INTERNET VIDEOS

Paul McBride, Tamagawa University, Japan

The pervasive use of English as a lingua franca is not widely reflected in classroom practice. Correctness and appropriateness of English language teaching, testing, and materials are driven largely by the standards of native speaking communities (Jenkins 2012), despite the restricted relevance of such standards to vast numbers of people (Seidlhofer 2011). The presenter will examine culturally embedded values inhibiting pedagogical change, some of which are rhetorical (Turner, 2011), and some of which stem from Western TESOL (Toh, 2016; Holliday, 2005), sharing examples of writing and speaking tasks designed to resist essentializing influences in education, and counter discrete and bounded views of language and culture, by employing videos of ELF communication. In a Japanese university setting, learners searched online for TV advertisements in international contexts, writing about the cultural and linguistic content, and thinking critically about the explicit and implicit messages. They also searched for videos of ELF communication from which speaking tasks were later derived. The presenter contends that teachers thinking about the implications of ELF research can lead to learners experiencing activities which help counter deficit notions of pedagogy, reduce epistemological reductionism, and increase linguistic awareness.

PARALLEL SPEAKER 79  
Tuesday, 12 March, 2019  
11:10 AM - 11:40 AM  
(Room 504, Level 5)

USING NARROW VIEWING TO FOSTER CONTENT AND VOCABULARY GAIN FROM TED TALKS

Chi-Duc Nguyen, Faculty of English Language Teachers Education, Vietnam

There is now a consensus that academic listening genres include not only lectures but also conference presentations like TED Talks. In fact, TED Talks possess discourse features that benefit both academic listening and vocabulary development. However, the size of content and vocabulary gains from this genre is
generally found to be small. Therefore, EAP instructors need to resort to pedagogical interventions to enhance the learning outcome from this source. This study investigated the effects on text comprehension and lexical uptake of one intervention as such - narrow viewing of TED Talks. In their intact classes, EFL learners watched the same TED Talks video, which was preceded by two other videos on the same topic in one treatment condition \((n = 71)\) and by two videos on different topics in the comparison condition \((n = 51)\). The students’ comprehension of the third video in that viewing sequence was gauged by a content-recall task. Their uptake of nine unfamiliar words from this video was measured by pre-, post-, and delayed post-tests presented in a word-meaning recall format. The narrow-viewing group was found to make significantly larger content and vocabulary gains than the comparison group. This finding provides different implications for instructional practice.

PARALLEL SPEAKER 80

ENRICHING CREATIVE WRITING WITH VIDEOS

Ng Boon Sin, Ministry of Education Singapore, Singapore
Margaret Teo Kar Sze, Pei Hwa Presbyterian Primary School, Singapore

There is now a consensus that academic listening genres include not only lectures but also conference presentations like TED Talks. In fact, TED Talks possess discourse features that benefit both academic listening and vocabulary development. However, the size of content and vocabulary gains from this genre is generally found to be small. Therefore, EAP instructors need to resort to pedagogical interventions to enhance the learning outcome from this source. This study investigated the effects on text comprehension and lexical uptake of one intervention as such - narrow viewing of TED Talks. In their intact classes, EFL learners watched the same TED Talks video, which was preceded by two other videos on the same topic in one treatment condition \((n = 71)\) and by two videos on different topics in the comparison condition \((n = 51)\). The students’ comprehension of the third video in that viewing sequence was gauged by a content-recall task. Their uptake of nine unfamiliar words from this video was measured by pre-, post-, and delayed post-tests presented in a word-meaning recall format. The narrow-viewing group was found to make significantly larger content and vocabulary gains than the comparison group. This finding provides different implications for instructional practice.

PARALLEL SPEAKER 81

READING DIAGNOSIS AMONG FILIPINO ESL LEARNERS: A META-ANALYSIS

Kim Cathleen Mercado-Santos, Philippine Normal University, Philippines

Reading proficiency has been a problematic area in learning English as a Second Language. Difficulty in reading is best addressed when diagnosed properly. For this reason, this study investigated how Filipino ESL learners are diagnosed in terms of reading difficulty in the elementary and high school level through a meta-analysis, which combines data from several studies to determine a common effect. The research articles that are included in the meta-analysis were identified by conducting a database search of the Philippine Normal University (PNU) library WEB Online Public Access Catalogue (OPAC) using the search terms such as reading diagnosis OR struggling readers OR reading remediation OR reading disability/difficulty OR reading assessment. Then, the Abstracts of the studies that were yielded were screened and must meet a set of criteria. The findings show that that the Phil-IRI is a helpful tool in reading diagnosis among Filipino elementary ESL learners. Meanwhile, the use of commercially-published standardized reading diagnostic tools is prevalent in the secondary level. This result will provide reading diagnosticians, researchers, and practitioners with a brief, informative account of the reading diagnosis practice in schools and to identify priorities for further reading diagnosis development, evaluation and research in this area.

PARALLEL SPEAKER 82

TEACHER AGENCY IN TECHNOLOGY-MEDIATED INSTRUCTION IN THE THAI EFL CONTEXT

Thitirat Suwannasom, Naresuan University, Thailand
For young generations, mobile applications and social networking tools are no stranger to them since they are digital natives; however, their counterparts, English teachers in this case, are facing the challenges of adopting technology in both personal communication and English language instruction. Although technology tools and social networking applications have their places in Thai EFL classrooms at all levels, teachers’ agency consisting of their experience, decision, and practice has been underexplored. This paper investigated the EFL teachers’ agency in using technology in English language instruction. A questionnaire constructed on the three dimensions of agency was administered to 81 English teachers in primary and secondary schools in the lower northern region of Thailand. The result from the questionnaire revealed that teachers’ technology-mediated approaches are highly embedded with freedom of choices that aligns with their pedagogical beliefs. It is also suggested that teachers are likely to welcome technology if it fits into their concurrent pedagogical approaches and supports students’ collaborative and self-directed learning.

PARALLEL SPEAKER 83

Tuesday, 12 March, 2019
11:10 AM - 11:40 AM
(Room 601, Level 6)

MOTIVATION FOR AND ENGAGEMENT IN PRODUCTION TASKS AMONG JAPANESE UNIVERSITY STUDENTS

Satoko Suzuki, Ibaraki University, Japan

Since speaking competence, in particular, varies among students in an EFL setting such as Japan, motivation for and engagement in textbook-based production tasks vary noticeably as well. This study examined 1) factors such as autonomy, competence, value, relatedness, and pressure that predict intrinsic motivation/effort toward production tasks, and 2) to what extent those factors differ between focused and unfocused tasks. After engaging in both focused and unfocused production tasks, 66 first-year Japanese university students from various majors took the Intrinsic Motivation Inventory questionnaire. The results showed that both intrinsic motivation and effort are predicted by autonomy, value, and relatedness. Only three factors—intrinsic motivation, relatedness, and pressure—were significantly higher for unfocused tasks. The implication of the results is that it is important to give students a task that they can control, that allows them to communicate with classmates, and that is regarded as a tool to improve English (speaking) proficiency. Furthermore, both focused and unfocused tasks are appropriate for the classroom setting, but unfocused tasks might be necessary to increase students’ intrinsic motivation.

PARALLEL SPEAKER 84

Tuesday, 12 March, 2019
11:10 AM - 11:40 AM
(Room 602, Level 6)

ADVERSE EFFECTS OF LOAN WORDS IN JAPANESE FOR JAPANESE LEARNERS OF ENGLISH

Yasunari Harada, Waseda University, Japan

English as an international language has strong influence on Japanese language and everyday life. In writing Japanese, at least three character sets are used, namely Chinese characters, hiragana and katakana. Katakana characters are used today primarily to represent sounds or onomatopoeia, loan words from English and European languages, and scientific names of plants and animals. In recent years, use of katakana words and expressions has become wide-spread and affects English language learning by Japanese students. First, English words most familiar to Japanese can also be found among loan words. As students first get acquainted with them as katakana loan words, they acquire their pronunciation as katakana words in Japanese. English words ending in a consonant often are pronounced with a final superfluous vowel. Second, some loan words derived from English nouns are used in light-verb constructions in Japanese, so that students tend to use expressions such as “merit” and “demerit” contrastively in argumentative presentations and papers, influenced by frequently used katakana words, but the latter is not customary in English writings. We will discuss some of those adverse influences and how to mitigate them.

PARALLEL SPEAKER 85

Tuesday, 12 March, 2019
11:10 AM - 11:40 AM
(Room 603, Level 6)

THE TOLERANCE OF ENGLISH INSTRUCTORS TOWARDS THE THAI-ENGLISH ACCENT AND GRAMMATICAL ERRORS

Varisa Osatananda, Thammasat University, Thailand
Parichart Salarat, Kasetsart University, Thailand

Although Thai English has emerged as one variety of World Englishes” (Trakulkasemsuk, 2012), it has not been enthusiastically embraced by Thai educators, as evidenced in ELT researchers’ frustration over Thai learners’ difficulties with pronunciation (Noom-ura, 2013; Sahatsathatsana, 2017) as well as grammar (Saengboon, 2017). In this study, we would like to draw attention to the weight that English instructors attach to accent and grammar. We investigated the acceptability and comprehensibility of both Thai and native English instructors (fifteen of each) as listeners of controlled speech produced by four bilingual Thai-English speakers and another four native Thai speakers. One passage yielded heavy grammatical mistakes but with a near-native English accent; the other presented a strong Thai-influenced accent without grammatical mistakes. We hypothesized that Thai instructors would favor the native English accent over correct grammar, while native English instructors would be more sensitive to grammar than a foreign accent. The findings conformed to only one of our hypotheses given that most Thai instructors were more tolerant towards grammatical errors than the Thai-English accent, whereas native English instructors were tolerant towards neither grammatical errors nor foreign accent. Our study suggests that English instructors should devote proportionate attention to teaching both pronunciation and grammar.

PARALLEL SPEAKER 86
Tuesday, 12 March, 2019
11:10 AM - 11:40 AM
(Room 604, Level 6)

IMPROVING INDONESIAN EFL STUDENTS’ SPEAKING ABILITY THROUGH TOPIC BASED-PAIRED CONVERSATION

Rahmatullah Syaripuddin, Muhammadiyah University of Parepare, Indonesia
Ammang Latifa, Muhammadiyah University of Parepare, Indonesia
Wahyunida Damier, Muhammadiyah University of Parepare, Indonesia
Abd Wahhab Syulpia S, Muhammadiyah University of Parepare, Indonesia

This research was based on the students’ problem regarding the English teaching of speaking skill. The objective of the research was to find out whether or not the implementation of topic based-paired conversation activity improves the EFL (English Foreign Language) students’ speaking ability at senior high school 3 Parepare, Indonesia. The researcher applied quasi-experimental design, with two groups - experimental and control class. The population of the research was the eleventh grade students at senior high school 3 Parepare. The sample of the research was taken by using total random sampling consisting of 56 students from two classes taken from the population of the eleventh grade students. The result of the data analysis showed that the students’ speaking ability improved, as evidenced by the result of probability and significance value in the post-test, where the probability value was 0.00 and significance value was 0.05. In conclusion, teaching speaking through topic based-paired conversation activity was effective to improve the Indonesian EFL students’ speaking ability.

PARALLEL SPEAKER 87
Tuesday, 12 March, 2019
11:10 AM - 11:40 AM
(Room 605, Level 6)

LANGUAGE ATTITUDES OF ADOLESCENT FILIPINO BILINGUAL LANGUAGE LEARNERS TOWARDS ENGLISH AND FILIPINO LANGUAGES

Rochelle Irene Lucas, De La Salle University, Philippines

The current study explored the different attitudes of bilingual high school students towards English and Filipino and examined the relationship of language attitudes in terms of gender, age, and SES. 473 Filipino participants, randomly selected from three secondary learning institutions (2 public, 1 private), answered a three-part questionnaire namely: 1 – Language Background Questionnaire, 2 – General Language Attitudes Survey, and 3 – Language Orientation Survey. Descriptive analysis and the test of Pearson correlation revealed the following: 1) In general, students have very high positive attitude towards English and Filipino; 2) Females have significantly higher positive attitudes towards English than males; 3) Age was found to predict the learners’ positive attitude and strong motivation in learning both the first and second languages; 4) Socioeconomic status also appeared to be related with positive English attitudes; and 5) SES predicts integrative motivations to learn both Filipino and English languages. The results from the study suggest that language attitudes truly vary among different variables and may shed light on the areas where educators can begin to focus their efforts in motivating students.
IMPLEMENTING CORPORAS IN ESL CLASSES

Mastoor Al Kaboody, Community College of Qatar, Qatar

Are you interested in creating authentic materials in your ESL classroom? Would like to know about corpus-based vocabulary activities? This presentation aims to give the attendees a crash course on using corpora in their classroom. It will focus on four main areas. First, the presentation will introduce corpus linguistics and a list of available corpora for ESL teachers. Second, it will discuss why ESL teachers should use corpus-based activities. Next, the presenter will shed light on how to use corpus-based activities in the ESL classroom, and how to design corpus-based authentic activities. After that, the presenter will give a short tutorial of the Corpus of Contemporary American English (COCA). Finally, the attendees get to do a sample activity.

WORKSHOP SESSIONS

WORKSHOP TA

A TELECOLLABORATIVE PROJECT: PENPALS ACROSS BORDERS

Francesca Phoebe Wah, Xingnan Primary School, Singapore
Tina Ng, Xingnan Primary School, Singapore
Salimatul Saada Saleh, Sekolah Rendah Orang Kaya Besar Imas Subok, Brunei Darussalam

To provide pupils with an authentic learning experience to apply their situational writing skills, a group of teachers from Singapore and Brunei initiated a telecollaborative project for 11 and 12-year-old students. Students applied skills learnt in situational writing classes to write to their penpals. They were each assigned an overseas penpal. They emailed each other weekly over a term, introducing themselves, their schools and countries. At the end of the term, they air-mailed a postcard to their penpal. This authentic learning experience increased students’ engagement and motivation levels. Seeing the relevance of what they were learning, students were observed to be more engaged in classes. There was also an increase in percentage passes, from 85.2% in first assessment to 93.3% in second assessment and a 52.1% increase in the number of pupils scoring distinction. Students also used less short forms and colloquial terms in the later email exchanges, showing greater awareness of using Standard English in cross-cultural communication. This workshop shares the impact of telecollaborative project on students’ language learning, the processes and areas of considerations when forging international partnerships.

WORKSHOP TB

USING AUGMENTED REALITY TO ENHANCE ENGLISH LANGUAGE PROFICIENCY OF EFL STUDENTS

Wasan Tengkuan, Chiang Mai Rajabhat University, Thailand

The advanced developments in technological hardware and software have significantly impacted on how learning and teaching should be conceptualized and ‘practicalized’. As there has been an increase in the use of ‘mobile and context-aware’ technologies (e.g. smartphones and tablets) that enable users to experience a blend of real and virtual worlds in a meaningful way, researchers have begun to explore the concept of Augmented Reality (or AR) and how technologies that create AR can be used both inside and outside of classroom (Godwin-Jones, 2016). The benefits of using these technologies to help foster collaborative learning and critical thinking skills have also been documented. However, the application of AR to ELT classroom is still under-researched as most research focuses on the use of AR in teaching mathematics and natural sciences (Lee, 2012). Additionally, proponents of technology-use often focus on relevant technological tools as opposed to their use in a language-learning environment (Healey, 2018). Thus, based on the essential steps of using technological tools in language classrooms, this workshop engages participants in learning how to use AR to enhance English language learners’ proficiency. It also invites
participants to reflect on the applicability of the presented technology-integrated pedagogical practices to their own contexts.

WORKSHOP TC

INTERACTION BEYOND CULTURAL DIVERSITY (IBCD)

Emilija Malinova, RMIT Training, Australia

Cross-cultural communication becomes a pivotal soft skill in the emerging diversified educational settings. This presentation describes steps into developing intercultural competence by bringing students’ culture in open discussions which further determines ways to internationalize EAP study design. It brings into light the need to promote interaction beyond cultural diversity (IBCD) where international students are frequently struggling with speaking because of their cultural upbringing. IBCD as a communicative approach will redesign learning environments into a safe space for international students who identify as missionaries, expats, neo-natives or global villagers. Secondly, tutorial discussions guided by Socratic questioning will lead to increased motivation and engagement. Next, coping strategies to celebrate mistakes will prevail in discussions about accepting that being different is a privilege and being bilingual is strength. Another focus is using graphic organizers to contextualize IBCD whilst students master language component and remember content by applying critical thinking. Finally, the idea of using comics to bridge the cultural gap will enhance communication on culture-sensitive topics. IBCD explores communicative skills on several levels and will excel from real-classroom applications to well-correlated assessment design.

WHAT DO ENGLISH TEACHERS NEED TO LEARN? DEVELOPMENTS IN INITIAL TEACHER EDUCATION

Hanan Khalifa, Cambridge Assessment English, University of Cambridge, United Kingdom
Graeme Harrison, Cambridge Assessment English, United Kingdom
Amrien Hamila Maarop, Institute of Teacher Education Malaysia, Malaysia

Note: Hanan Khalifa is unable to attend the conference

In a world in which information is increasingly available at the click of a mouse or the tap of a screen, the idea of what a teacher is, and does, has begun to change. Rather than repositories of knowledge who ‘transmit’ to their students, teachers are more and more being reimagined as facilitators – people who guide and shape their students’ skill-based learning through interaction, collaboration and discussion. The initial teacher education that institutions provide has an important role to play in making sure that teachers are appropriately equipped with the skills to be able to do this. This workshop will therefore explore current thinking in English language teacher education, focusing on areas such as using digital tools in the classroom, and promoting critical reflection. Participants will be asked to engage with these ideas and relate them to their own contexts, the purpose being to create discussion around their practical application in real-world teacher education.

TRAINING EFL WRITERS TO CORRECT ERRORS WITH CORPUS TOOLS

Ying-Hsueh Cheng, National Chung Cheng University, Taiwan

In this workshop, the presenter will offer a hands-on experience of using corpus tools to train EFL writers for self-correcting errors in their own essays. Three useful referencing tools will be introduced, including Just the Word, COCA, and Cambridge Dictionary. The presenter will provide a worksheet and guide teachers to practice using these concordancers step-by-step. To prepare students to make effective use of these tools, the presenter will also introduce a list of coded errors developed by Ferris, Liu, Sinha, & Senna (2013) and demonstrate how teachers can provide coded errors for students to self-correct. Finally, a training module will be presented to show how it can be implemented in an intermediate-level EFL writing course. A major aim of this workshop is to facilitate teachers to prepare their students to use these tools in the revision stage so that teachers’ workload can be minimized and students can be encouraged to experience cognitive
processing of errors. Challenges and strategies will be discussed when incorporating corpus-informed approach in L2 writing classrooms.

**WORKSHOP TF**

**Tuesday, 12 March, 2019**
13:40 PM - 14:40 PM  
(Room 506, Level 5)

**EXPERIENCING DISCURSIVE WRITING AS A PROCESS**

Koh Pee Chou Richard, Crescent Girls School, Singapore  
Arthur Kok, Bukit View Secondary School, Singapore  
Yip Guanhui, Kent Ridge Secondary School, Singapore

As a follow-up to the Singapore Writing Institute, which is part of the National Writing Project, English Language (EL) teachers from three different secondary schools formed a Special Interest Group (SIG) to explore how writing as a process could be used to teach discursive writing. With greater emphasis placed on teaching writing not as a product but as a process, students can discover their own voice and realise that they have something important to say (Matsuda, 2003). With assessment for learning being the backbone of this process, students learn from their peers and also their teachers. In this workshop, participants will get to experience some of the heuristics employed in the unit when students go through the process of writing. Participants will also be given space to think about how they may want to integrate this student-centric pedagogy into their own EL classrooms.

**WORKSHOP TG**

**Tuesday, 12 March, 2019**
13:40 PM - 14:40 PM  
(Room 507, Level 5)

**RAISING TEACHER AWARENESS ON TASK COMPLEXITY TO TEACH & ASSESS ESL SUMMARIES**

Lina Mukhopadhyay, The English and Foreign Languages University, India

Summary writing presupposes knowledge of whole text reading and is frequently used as an academic task in English classrooms and other subjects. Although this task type is used for checking understanding of texts by putting together key ideas and links between the ideas, the task structure, or levels of cognitive processing complexity it involves, or language proficiency level required to perform on the task is not very clear to ESL teachers. This is a reason why teachers are often not equipped to objectively assess learner responses, based on free summary writing task, as what has been achieved vis-a-vis what needs to be learned. In this workshop, a structural analysis of links between key ideas and thematic macro structures that underlie different academic text types like narrative, expository, and evaluative will be attempted (Taylor 2013). The analysis will help in understanding how different levels of cognitive task complexity can be introduced in summary tasks to guide ESL learners to solve such tasks and experience a ‘push’ in syntactic complexity, language fluency and grammatical accuracy (Robinson 2001). The analysis will raise teacher awareness to assess learner summaries based on task complexity variables and give text type specific writing feedback (Shohamy 2001).

**WORKSHOP TH**

**Tuesday, 12 March, 2019**
13:40 PM - 14:40 PM  
(Room 508, Level 5)

**TECHNOLOGY IN EXTENSIVE READING PROGRAMS: TEACHING TOOLS AND TROUBLESHOOTING**

Melody Elliott, Tokai University, Japan  
Catherine Cheetham, Tokai University, Japan

While technology has become an indispensable tool to assist in language teaching, the fact is that not all teachers (or students for that matter) are necessarily as tech savvy as the instruments they are attempting to use. Case in point, MReader, a powerful online extensive reading learning management system which is used by many institutions world-wide, has the capability to track student progress throughout their extensive reading (ER) journey. However, its many useful features can only be utilized to their full potential if teachers and students know how to take advantage of them. What can be done to assist in making the burden upon educators and students easier and to streamline some of the tech processes involved so that all may benefit more from the tools currently at our disposal? This workshop will explore problems encountered and practical solutions employed at a large Japanese university which actively promotes and manages an extensive
reading program that uses MReader institutionally (approximately 2,000 students and 50 teachers per semester across several campuses).

**WORKSHOP T1**

**HOBBITS OR HABITS: A PRACTICAL WORKSHOP FOR ENHANCING LISTENING SKILLS USING SHADOWING**

Vivian Blaxell, RMIT English Worldwide, Australia

Until relatively recently, shadowing techniques were used primarily to improve speech production, especially pronunciation and prosodic skills. However, shadowing is now used to enhance listening skills by improving phoneme recognition. This workshop introduces a practical and transportable classroom activity for shadowing to enhance listening. The focus is very much on practice and feedback. Note: Participants need to bring smart phones and earphones.

**WORKSHOP TJ**

**TEACHING AND TESTING SPOKEN ENGLISH IN JAPAN – AN ALTERNATIVE LONGITUDINAL APPROACH**

David Wood, Chiushijogakuen University, Japan

The pursuit of spoken ability for Japanese students started in 2000. Major changes are needed to nurture English communicative ability. MEXT’s aim to bolster spoken English by including it as a university entry test requirement raises fundamental pedagogical issues. At the same time, English education has relied on temporary, unqualified hires. Appropriate methodology is also stifled by the monopoly of text-books teaching grammar and translation. The mismatch between traditional testing and the accurate or meaningful assessment of speaking will be discussed, suggesting that the inflexibility of standard latitudinal testing disqualifies the concept of communication. The only approved test so far has a cosmetic non-communicative English interview segment. Newly included tests (like TOEFL meant for those going to study subjects in English at American universities) also seem inappropriate. One solution is a latitudinal instead of longitudinal approach. Longitudinal testing has more prospects but is rarely attempted. It is distinct from course assessment. Utterance fluency can help assess speaking ability when examined over a valid period of time, but a one-time-only test of speaking can only prove that such tests are mainly meaningless and harmful to both motivation and speaking development. This presentation demonstrates one alternative text-free approach using students’ photos to generate communication.

**WORKSHOP TK**

**MENTOR TEXT AND VISIBLE THINKING ROUTINES FOR STRUGGLING EL LEARNERS**

Jayletchimi d/o Ramasamy, Queensway Secondary School, Singapore

Today’s students increasingly face the need to have effective reading and writing skills in this Information Age. In Queensway Secondary School, we saw that reading and writing are reciprocal processes. We used this connection between reading and writing to help our students address their learning needs in English Language. The teachers used the Gradual Release of Responsibility model to develop the lesson packages for the Normal Technical Students grappling with the English Language. The lessons were structured to examine the mentor text in content, organization, vocabulary and language use. The lessons also factored in Visible Thinking Routines to allow students to be actively engaged with the text in a collaborative manner. From the results of their reading comprehension performance and written assignment, it could be seen that
students were engaged in a collaborative and self-directed learning. Most of the students moved from rote learning to a deeper appreciation of the language. In addition, the Lesson Study platform enabled the teachers to use ongoing collaborative inquiry dialogues with peers to continually learn together. The Mentor Text and Visible Thinking Routines lends itself well to promote students’ joy of learning and thinking skills.

WORKSHOP TL

HELPING ENGLISH LANGUAGE LEARNERS RESPOND CREATIVELY TO LITERARY TEXTS WITH E-LEARNING TOOLS

Tanya Kempston, University of Hong Kong, Hong Kong
Benjamin Luke Moorhouse, University of Hong Kong, Hong Kong

In reading lessons, English language learners can be tasked with responding to a class reader or literary text by simply reading and answering a number of questions about the text. E-learning tools provide us with an opportunity to move away from this approach to reading instruction and provide learners with more engaging and meaningful ways to respond to a text. With the aid of the digital learning platform, Seesaw, students can easily create images (moving or still) to reinforce the meaning of text and giving them more diverse ways to respond to complex texts. In this hands-on workshop, we guide participants through the use of Seesaw to enrich their reading lessons with a focus on helping learners respond to texts using their language skills, creativity and critical thinking. Participants will see how the platform can be used to create and capture still images based on an episode from a classic novel (Dickens’ Oliver Twist), write or record captions for these still images and manipulate the image onto different backgrounds. These can then be shared and commented on, creating a genuine audience for students’ work while generating debate about students’ responses. This is a BYOD (bring your own device) workshop.

WORKSHOP TM

HOW TO SELECT BEAUTIFULLY ‘RICH’ TEXTS FOR TEACHING & TESTING READING COMPREHENSION

Isabelle Shanti Benjamin, ELCOT Consultants, Singapore

Show me a ‘Great’ Text and I’ll show you a very ‘Grateful’ Teacher! How many hours have you spent struggling to design suitable comprehension worksheets or tests, desperately trying to ‘bend’ the selected text to your ‘will’ by ‘adjusting’ the language? In my PD consulting work with EL departments, the most FAQ is ‘where can I find good texts?’ When asked to contribute suitable texts for PD sessions, teachers often have trouble locating and identifying texts that meet the requirements of the tasks intended. Perhaps the question is not where you can find them (although I will reveal my trade secret answer to this question) but rather what makes a text ‘good’. This workshop will therefore discuss the criteria that impact the suitability of a text for the tasks intended whether as a teaching resource or as a testing instrument. Participants will use the rubrics provided to assess a series of texts to understand better the linguistic features that impact the readability and accessibility of a text. More importantly, participants will learn how to quickly determine which texts to eliminate based on the critical features that render texts unsuitable for the task they intend them for.

WORKSHOP TN

DIGITIZATION OF LAN ECSCS TEST

Ira Khoiriyah, Institute of Public Administration, Indonesia

In order to improve the English language skills of civil servants, the Indonesian government through LAN Language Training Centers has done mapping of English proficiency using LAN ECSCS test, a test developed by LAN and used for Indonesian government employees. The research was conducted to find out the participants’ perceptions of LAN ECSCS test. This research method is quantitative and descriptive. Questionnaires were administered to and interviews conducted for 80 respondents, who are divided into two groups: the respondents who took the test for the first time and the ones who have taken the test twice or more. The study shows that almost all respondents’ first impressions is that the test is difficult, but only 56%
of respondents find it difficult at the first test. 42% of respondents feel challenged to take the second test. And 95% of respondents suggest the need for socializing the test and taking training programs on LAN ECSCS test. The conclusion of this research is that this test has the potential to be better developed in order to measure the ability of Indonesian civil servants with a higher degree of validity and reliability.

**WORKSHOP TO**

Tuesday, 12 March, 2019
13:40 PM - 14:40 PM
(Computer Lab 810, Level 8)

**ENHANCING STUDENTS UNDERSTANDING OF TEXTS THROUGH 'KAHOOT', FLIPPED LEARNING AND THINKING ROUTINES**

Abdul Haniff, Ministry of Education, Singapore
Rosini Haniff, Geylang Methodist Primary School, Singapore

To further students understanding of texts, we designed a reading comprehension lesson where students would benefit from activating their prior knowledge, and deepening their thinking with the use of metacognitive processes. Both presenters will share how the use of technology tool, “kahoot”, flipped learning and thinking routines were used to disrupt the way students engaged with a text. Participants will gain an understanding of how these interventions helped to impact students awareness of the need to make text-to-self connections, text-to-world connections and text-to-theme connections. With these interventions, there was a significant increase in the number of students achieving 65% or better in answering the comprehension questions related to the text. This indicates that students understood the text they read, were able to analyse the text and were able to provide suitable answers in the comprehension section. The presenters will share their experiences and resources, guide participants through hands-on activities and motivate them to adapt these interventions in their classrooms.

**WORKSHOP TP**

Tuesday, 12 March, 2019
13:40 PM - 14:40 PM
(Room 501, Level 5)

**PLANNING AN ENGLISH LANGUAGE LESSON**

Kalpana VL Balasubramaniam, ELIS, Singapore

This workshop will focus on the importance of using a principled approach to undergird decisions for English Language teaching, learning and assessment. Using the teaching of Reading and Viewing as a basis for discussion, participants will be introduced to the Top-Down, Bottom-Up, Interactive Models as well as the principles of teaching and learning English Language stated in the EL Syllabus 2010 [Contextualisation, Learner-Centredness, Learning-focused Interaction, Integration, Process Orientation, Spiral Progression (CLLIPS)]. They will also inquire into the importance of having sound theoretical underpinnings to make English Language lessons more effective. An important part of an English Language teacher’s job is helping students see English Language as a means of communication rather than as a set of discrete skills. This will ensure they are proficient language users and not just good test takers. Through hands-on activities, participants will consider how to make the interconnectedness among the different areas of language learning obvious to the students.

**PARALLEL SESSIONS**

**PARALLEL SPEAKER 89**

Tuesday, 12 March, 2019
14:50 PM - 15:20 PM
(Tanglin Room 1, Level 1)

**MEASURING JAPANESE LEARNERS’ ENGLISH ABILITY: THE ROLE OF CAMBRIDGE ENGLISH**

Kingo Shiratori, Hokusei Gakuen University, Japan
Cotter J Matthew, Hokusei Gakuen University, Japan

According to the data of Cambridge English B1 Preliminary obtained in 2017, a total of 116 students participated in this research and approximately 14% of them attained B1 level. In terms of the four language skills, students attained B1 level for production skills with 75% (speaking) and 35% (writing) but not receptive skills 2% (listening) and 0% (reading) respectively. This presentation will show how changes were made within the curriculum to adopt the CEFR matched four skills exam, areas where students need to improve as highlighted by the results, and how corresponding initiatives were put into place for 2018. Even though this
was a small-scale study carried out at only one school, it is hoped that it might set an example of good practice that would support and further inform educational reforms in Japan as well as pave the way for more research on setting goals for English education in Japanese universities.

**PARALLEL SPEAKER 90**

**HONING LISTENING COMPREHENSION SKILLS THROUGH THE USE OF SLS**

Stephanie Wong, Woodlands Ring Secondary School, Singapore  
Oei Hun Ling, Peicai Secondary School, Singapore  
Nor Lizawati Bte Mohd Tahir, Woodlands Ring Secondary, Singapore  
Alfred Liu Hao Wei, Woodlands Ring Secondary, Singapore

This workshop focuses on a lesson package on listening skills, scaffolded by the Acquisition Learning Experience on the Singapore Student Learning Space (SLS) platform. Students often see listening as a passive skill, but using this scaffold, each lesson was designed to first activate students’ learning before helping them to actively practise their listening skills through clear structures. Furthermore, the team explored how new technologies can enhance student motivation in English education, specifically with regard to listening skills in this lesson package. Firstly, multimodal resources have been found to increase student engagement and encourage more self-directed learning. Hence, the team replaced the traditional audio-only listening tasks with audio-visual resources. Secondly, research has showed how the affordances of technology (such as the SLS platform) allow students to receive instantaneous feedback, which motivates students and allows them to quickly refine and revise their understanding. Participants will gain insights on how practitioners designed and enacted a lesson package on the SLS platform, as well as some considerations while selecting appropriate audio-visual resources for this purpose. Furthermore, participants can gain insight on how the team evaluated the effectiveness of these technologies in their lesson package through student feedback and evidence of students’ learning.

**PARALLEL SPEAKER 91**

**FACILITATING INTERCULTURAL AWARENESS THROUGH DIALOGIC L2 READING AND WRITING ONLINE**

Chris Harwood, Sophia University, Japan

Informed by sociocultural theoretical perspectives this paper presents case study data collected from three undergraduate students (2 x Chinese; 1 x Ecuadorian; all 19 years old; IELTS 6 level proficiency) who participated in an online task-based academic literacy activity in an EAP program at a leading Canadian University. Each student was interviewed five times over the course of the 24-week activity, using semi-structured interviews. The interview data is triangulated with the online interaction data of the students and discussed with a focus on how the activity facilitated the case study student’s awareness of different educational and linguistic cultural practices of their peers in the activity. The findings show how the students interacted with and interpreted the online comments of their peers and instructors, and how these comments mediated their awareness and understanding of vocabulary and ideas in the comments of students with different L1s to their own. While students initially struggled with perceived cultural differences, over the course of the activity (and program) they came to understand and appreciate the viewpoints of their different L1 peers on the program, became more culturally aware of each other, and began to question cultural stereotypes of their own and other nationalities more.

**PARALLEL SPEAKER 92**

**JOY OF LEARNING. WHAT ABOUT JOY OF READING?**

Sally Ann Jones, National Institute of Education, Singapore

Research suggests that reading widely is important for cognitive development, for learning, and for aesthetic pleasure. From international data, e.g. the PIRLS study, we know that children in Singapore achieve well in reading tests yet a large percentage do not enjoy reading widely. A lack of extensive reading by individual
children is likely to make achievement in reading more difficult, leading to a vicious cycle of reading difficulty and demotivation. In this paper, I examine data from two qualitative studies in four primary schools, comprising interviews with 303 children and 17 teachers, to explain how children perceive reading and show who the percentage experiencing joy in reading actually are. According to the data, joyful readers read for pleasure voluntarily outside school hours. They choose their own books, talk about them with friends, and categorically reject the school texts which they say are too short and uninteresting, neither do they like the methods of classroom reading. By contrast, achievement-oriented readers view reading as a vehicle for language learning, for adopting vocabulary, and examples of effective writing. The PIRLS data and my data agree that, at present, achievement trumps joy. The paper will discuss this situation and its implications.

PARALLEL SPEAKER 93

THE USE OF ASSIGNED CLASS READERS WITH AN ONLINE EXTENSIVE READING PROGRAM

Naeko Naganuma, Akita International University, Japan
Patrick Dougherty, Akita International University, Japan

Extensive reading (ER) was revitalized at a Japanese English-medium university by utilizing online ER platforms, especially Xreading. However, in an effort to further enhance the online ER experience, the researchers decided to explore whether assigning one ER text to an entire reading class, as opposed to allowing students to choose their own ER texts, would enhance or detract from their online reading practice. The present study examined how two groups of students, one of them with assigned class readers and the other without them, have perceived online ER practice in their advanced reading class in the English for Academic Purposes (EAP) program at an English-medium university in Japan. Pre- and post-questionnaire responses were used to observe any differences in perceptions toward their ER practices. In addition, individual interviews with volunteer participants have been conducted to seek more detail on the survey responses. The researchers will share their findings based on their analyses of both the questionnaire data and interview data to investigate how the use of assigned class readers influenced the participants' perceptions toward online ER practice in the EAP program. Implications and practical suggestions on ER practices will also be offered in the presentation.

PARALLEL SPEAKER 94

AN SFL-ORIENTED APPROACH FOR EVALUATING JAPANESE ESL UNDERGRADUATE STUDENTS' GENRE-BASED ACADEMIC ESSAY

Akiko Nagao, Ryukoku University, Japan

This study explored how the development of lexico-grammatical choices in discussion genre essays of 82 first-year university students changed during a 15-week course. To obtain in-depth quantitative and qualitative insights into changes in the learners' writing development, in phase 1, pre- and post-intervention timed writing essays were scored using a Systemic Functional Linguistics (SFL)-based rubric. Results show that learners in both higher and lower English proficiency groups improved their understanding of the topic, participants and circumstances of surrounding events (ideational meaning), and clauses as messages (textual meaning). In phase two, six learners with lower rating scores on the pre-essay were chosen to explore a more detailed analysis of how they progressed differently with the targeted linguistic functions: ideational, interpersonal, and textual. One result showed that the participants' changes in ideational meaning from personal pronouns to non-personal pronouns was significantly improved. These analysis results indicate that applying an SFL framework of writing assessment on EFL learners' understanding of how to write an essay can explicitly affect their improvement; more practitioners are encouraged to apply this teaching methodology in their classrooms.

PARALLEL SPEAKER 95

PEDAGOGIC DISCOURSE DIFFERENCES IN AMERICAN AND JAPANESE LECTURES: EVIDENCE FROM CORPORA

Nilson Kunioshi, Waseda University, Japan
With English as the language of choice today for science and technology, universities have begun offering degree programs that can be completed using English alone. In Japan, as of May 1, 2017, there were 188,384 students enrolled in institutions of higher education (Japan Student JASSO, 2017). This has led to the need for lecturers in science and engineering to offer courses in English. While academic researchers are accustomed to giving conference presentations in English, managing a semester-long course requires language and concepts of a different genre. To offer aid with the required language skills, we prepared OnCAL (http://www.oncal.sci.waseda.ac.jp/index.aspx) to allow word/phrase and pedagogical function searches of 430 science and engineering lectures given at MIT Opencourseware and Stanford Engineering Everywhere. As lecture structuring and style are also important in the pedagogical process, we compared our findings with those from more than 100 Japanese lectures given at major national and private universities in similar disciplines. The corpus findings revealed marked differences in the pedagogic discourse suggesting the need for re-examination of pedagogic approaches in order to realize effective practices in classrooms for students from a wide range of educational backgrounds.
STRATEGIES FOR DEALING WITH LANGUAGE ISSUES DURING DISCIPLINARY TEACHING

Helen Basturkmen, University of Auckland, New Zealand

Limited research has investigated ways disciplinary lecturers support students’ development of disciplinary registers. This paper reports findings from research into how lecturers focus on language during first-year accounting classes. The first part of the study identified language-related episodes that arose incidentally during the teaching of two accounting lecturers. It found most episodes focused on disciplinary vocabulary (Basturkmen & Shackleford, 2015). This paper reports the second part of the study, an interview and stimulated recall-based inquiry into the lecturers’ perspectives on their role in supporting students’ development of the disciplinary register and their strategies for doing so. Findings indicated that the lecturers perceived that they played a critical role in supporting students’ learning of the disciplinary register but that their strategies were largely tacit (Basturkmen, forthcoming).

THE EFFECTS OF FOCUSED WRITTEN CORRECTIVE FEEDBACK ON EFL LEARNERS’ ACCURACY DEVELOPMENT

Akihiko Sumida, Nihon University, Japan

Written corrective feedback (WCF) focused on the target grammar is considered to have greater effects on ESL/EFL learners’ development of accuracy of the target grammar than comprehensive (unfocused) WCF. Previous research on the effects of focused WCF, however, has dealt with limited grammatical features (i.e., articles, verb tense, prepositions) and relatively higher L2 level learners. The effects have been examined also with limited research design: mostly by comparing the error ratio between the pretest and posttest(s) and discussing the gains. As pointed out in the previous studies, a wider variety of grammatical features and methodology is needed to verify the larger effects of focused WCF. This study investigated the effects of written composition instructions with WCF solely focused on the target grammar (sentence structure and verb forms), compared to those with comprehensive WCF, on the process of accuracy development of the target grammar. 31 beginning-level EFL students participated in the study. The results indicated different developmental patterns of accuracy and complexity of the sentence structure between the two different feedback groups. The developmental patterns of the group provided with focused WCF supports the Limited Attentional Hypothesis, which is widely known as the Trade-off hypothesis.

EXAMINING THE BENEFITS AND LIMITATIONS OF FLIPPED ADULT ESL PROGRAMS

Geoff Lawrence, York University, Canada

While flipped language learning approaches have the potential to individualize English language learning, enhance engagement, learning outcomes and 21st century skills, such technology integration necessitates effective program design, digital literacies and changes in teaching and learning roles (Lawrence, Haque & King, 2013). This paper will share findings on government-funded, multi-staged, mixed methods research evaluating the effectiveness of pilot programs from stakeholders using an innovative flipped learning approach in multi-level community-based adult ESL pilot programs. Findings demonstrate the potential of flipped learning to enhance learning pathways, assessment practices and to inform and regulate classroom practices. Nevertheless, learners found the online learning time-consuming and increasingly demotivating as it lacked interpersonal interaction and feelings of community, hallmarks of community-based programs. While instructors valued the online content as a catalyst for classroom and assessment practices they expressed concern about the time required to support learner digital literacies and the inability to adapt online content to specific teaching contexts. The research revealed the potential of this model to enhance flexibility, ensure curricular standards but the need to effectively manage learner expectations and build sustainable teacher and learner capacity. Implications for program development and teacher education will be discussed.
INTEGRATING MULTIMODALITY: PRINCIPLES OF A RE-IMAGINED ENGLISH LANGUAGE CURRICULUM

Alexius Chia, National Institute of Education, Singapore
Caroline Chan, Sembawang Primary School, Singapore

The impetus to include multimodal texts into English Language lessons has been gaining momentum in the past decade due to the inclusion of Viewing and Representing as core language skills to be taught alongside the more traditional ones of Listening, Speaking, Reading and Writing in English syllabuses. However, these multimodal texts have often been relegated to the pre-activity stage of English lessons to be used as ‘springboards’ for main activities rather than ‘bridges’ (Graham & Benson, 2010) for the overall literacy development of learners. In doing so, many teachers do not fully tap the tremendous potential of such texts, not only as resources for literacy but also multiliteracies development. While a growing number of teachers may now possess the necessary skills to analyse a multimodal text as an isolated task, many still grapple with the notion of including it into the English Language curriculum – either as a resource for teaching and learning or as an item for language assessment. This paper proposes a set of guidelines for teachers and course designers committed to integrating multimodal texts into their English units of work. This re-imagined English Language Curriculum is an important step towards educating a generation of multiliterate learners.

JAPANESE UNIVERSITY STUDENTS’ USE OF DIGITAL TECHNOLOGY AND LEARNING PREFERENCES

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

The impetus to include multimodal texts into English Language lessons has been gaining momentum in the language classroom. A study of Japanese university students’ use of digital technology and learning preferences (Gobel & Kano, 2014) found that ‘digital natives’ (Prensky, 2001) or net generation students still preferred traditional methods of classroom and out-of-class learning, and the idea of the computer and CALL as ways to assist language learning was not prevalent. In more than four years since the study and the widespread dissemination of smartphones and expensive technology expenditures by universities, are these surprising findings still relevant? This presentation reports on the partial replication of the previous study to understand the current views of students at a national university. The study was also extended to discover any differences between students’ views of ICT use in classes conducted in Japanese versus English language classes, their use of ICT and mobile technology in non-academic settings, and what language learning activities they are undertaking outside of class and what technology they use. We will present the study findings and discuss how teachers can use this information to make sound pedagogical decisions in a complex environment where administrative requirements, perceived student views of technology, and faculty acceptance and use of technology often determine course structure and activities.

FACILITATING INTERDISCIPLINARY COLLABORATION IN WRITING IN THE SCIENCES: A PHILIPPINE UNIVERSITY CASE

Marella Therese Tiongson, University of the Philippines Diliman, Philippines

Developing interdisciplinary collaboration between language and content teachers is essential for improving students’ disciplinary writing skills, since this is vital in describing the language and genres used in specific discourse communities. However, collaboration is under-researched in the Philippines, where some writing teachers struggle with teaching disciplinary writing due to lack of training in disciplinary content. This exploratory qualitative study reports on the collaboration between an English teacher and a Molecular Biology and Biotechnology teacher in a Philippine university. Both teachers collaborated to develop course material, grade assignments, and team-teach molecular biology majors how to write scientific articles. Data were
collected through semi-structured in-depth interviews, and responses were thematically coded and analyzed using Cohen and Mankin’s (2002) action framework for successful partnerships as a lens to evaluate the success of the collaboration. Findings revealed how participants understand collaboration, implement team-teaching, discuss its benefits and challenges, and suggest ways to sustain it. Additionally, the teachers’ partnership appears to enhance their awareness of the relationship of language and content in science writing, which helped improve their students’ language skills. This study has implications for understanding how interdisciplinary collaboration works in the Philippine context, and outlines considerations for those seeking to explore such collaborations.

PARALLEL SPEAKER 102
Tuesday, 12 March, 2019
14:50 PM - 15:20 PM
(Room 605, Level 6)

FRELE-TH BASED ON CEFR: BASIS FOR ENGLISH EDUCATIONAL REFORM
Kulaporn Hiranburana, Graduate School of Human Sciences, Assumption University, Thailand

This paper presents, as part of the Educational Reform, the Framework of Reference for English Language Education in Thailand – (FRELE-TH) based on the CEFR (Council of Europe, 2001) as a shared basis for reflection and communication among the different partners and practitioners in English Language Education in Thailand. This involves the paradigm shift from content to competence in curriculum or syllabus planning, course materials development and evaluation (digital learning and digital testing) at different levels. Learners’ significant involvement in the process is particularly emphasized.

PARALLEL SPEAKER 103
Tuesday, 12 March, 2019
14:50 PM - 15:20 PM
(Learning Space, Level 8)

VISUAL METHODOLOGIES IN ACADEMIC WRITING CLASSES: DEVELOPING RESEARCH QUESTIONS THROUGH PHOTO-ELICITATION
Joanne O Yu, University of Tokyo, Japan

The current generation of students often engage with, and are surrounded by, image-centric social media. Consequently, visual literacy has become an increasingly important skill. Students can develop critical thinking skills, foster original ideas, and improve metacognition through meaningful interaction with visual information. Therefore, visual methodologies can be a resourceful pedagogical tool to complement traditional forms of literacy. In this paper, I will outline how photo-elicitation can be useful for supporting second language acquisition. This research and subsequent pedagogical adaptation developed in response to a persistent challenge for Japanese students in my academic writing class: producing an argumentative essay with a clear and focused research question. I have implemented photo-elicitation as an entry point in an effort to improve the superficial research questions that students tend to develop, with consistently positive results. This paper will, therefore, demonstrate how photo-elicitation can offer students a strategy for developing a unique research question that is of personal interest and, therefore, activates their intrinsic motivation for self-learning. Additionally, I will demonstrate how this method can be tailored to various other subjects, academic levels, and students of varying English proficiencies.

IN CONVERSATION WITH INVITED SPEAKERS

There are no Abstracts for Conversation with invited Speakers
Tuesday, 12 March, 2019
16:00 PM - 16:40 PM

C1 – LANGUAGE LEARNING AND ASSESSMENT IN THE DIGITAL ERA
Ana Pellicer-Sanchez, Rose Clesham & Bernd Ruschoff

C2 – ENGLISHES: NEW PERSPECTIVES, NEW PARADIGMS
Nobuyuki Hino & Ahmar Mahboob

*Due to unforeseen circumstances, Nobuyuki Hino is unable to attend the conference
GOING MOBILE: INTRODUCING COMPUTER MEDIATED COMMUNICATION INTO THE BUSINESS ENGLISH CLASSROOM

Catherine Nickerson, Zayed University, United Arab Emirates

In this workshop, I will be exploring way of introducing computer-mediated communication (CMC) into the classroom together with mobile learning. Mobile learning has been shown to be motivating for learners, as well as an effective way of achieving learning outcomes, and at the same time it provides a way of developing many of the skills that are necessary in successful workplace CMC. The workshop will focus on four sets of skills that are needed in workplace CMC for business; selecting appropriate media and packaging the message, dealing with different audiences, multitasking on the same theme in different media, and managing an on-line presence (Gimenez, 2014). Participants will be briefly introduced to the concept of mobile learning and how this can be used in the business English classroom and they will then be asked to work together to create a series of mobile learning tasks to incorporate one or more of these CMC skills. This will be a hands-on session, which aims to provide participants with new ways of working with their learners that are both useful and fun.

THE TRAJECTORIES OF EAP PRACTITIONERS IN THE DIGITAL AGE: HOW AGENCY MATTERS

Cynthia White, Massey University, New Zealand

EAP practitioners and language teachers generally work within contexts of ongoing change meaning that questions of identity and agency come to the fore. In this workshop we will look in detail at EAP practitioners at points of transition, the decisions they take and the significance of their choices in the trajectories they develop over time. To do this we will focus specifically on examples of EAP practitioners who choose to embark on scholarship as part of their everyday work, and how this interrelates with the digital tools they use. The workshop is structured around the following questions: a. What is agency? What is scholarship? We will develop a working understanding of these concepts as they relate to teacher scenarios (25 minutes). b. How does the concept of agency help us to analyse what embarking on scholarship may mean for EAP practitioners? How are teacher decisions and practices influenced by digital tools? Here we will analyse practical examples of EAP professionals at points of transition and the significance of those choices within their career trajectories. (35 minutes)

STANCE IN UNDERGRADUATE STUDENT WRITING IN SCIENCE: USE OF PERSONAL PRONOUNS AND MODALITY

Jean Parkinson, Victoria University of Wellington, New Zealand

Learning to project an objective stance in academic writing can be difficult for students. Students must express judgements and to express and justify their opinions, but must do so in an appropriately objective way. Appropriate use of personal language in writing is key in expressing academic stance. Although popularly stigmatized as too subjective to be used in academic writing, as demonstrated in this workshop, personal language is used in the highly-graded writing in the BAWE corpus to express a limited set of meanings, such as those related to how the methodology was carried out. In academic writing, students must also learn to put forward arguments in discipline-specific ways, and modal auxiliaries are important in
expression of these arguments. Students must learn to show the logical basis for what they say and how the basis for their arguments is motivated by particular circumstances and conditions. This workshop demonstrates the particular uses for which modal auxiliaries are used in highly-graded writing from the BAWE corpus. The workshop will involve hands-on analysis of student writing.

**WORKSHOP SPEAKER WD**

*Wednesday, 13 March, 2019*

*09:00 AM - 10:00 AM*

*(Room 504, Level 5)*

**PRINCIPLES IN VOCABULARY TEACHING AND LEARNING**

Ana Pellicer-Sanchez, UCL Institute of Education, UOL, United Kingdom

The important role of vocabulary in second and foreign language learning and teaching is widely acknowledged. Learners need to have a large vocabulary size in order to communicate effectively in a second language. Thus, an important concern of language teachers and vocabulary researchers has been to find the most effective ways to enhance learners' vocabulary knowledge. The aim of this workshop is to provide an overview of the main principles behind the teaching and learning of vocabulary. It will discuss the main conditions that lead to the successful acquisition of vocabulary and the factors that affect their relative effectiveness. Since vocabulary learning is more than learning single words, this workshop will also discuss the teaching and learning of lexical items beyond the single word (e.g., idioms, collocations, formulaic sequences). It will provide an overview of the main research findings in relation to each of the approaches and principles presented and will also discuss the implications that these findings have for English Language teaching (ELT) practices. Through discussion and hands-on activities this workshop will be an excellent opportunity to discuss current approaches to vocabulary teaching and share best practice.

**WORKSHOP SPEAKER WE**

*Wednesday, 13 March, 2019*

*09:00 AM - 10:00 AM*

*(Rooms 506 & 507, Level 5)*

**DIGITAL TOOLS, LANGUAGE LEARNING AND DIGITAL LITERACIES IN THE 21ST CENTURY LANGUAGE CLASSROOM**

Bernd Rueschoff, Institute for Anglophone Studies, University Duisburg Essen, Germany

This workshop will invite participants to share their views on the potential and impact of digital tools for language learning. This discussion will include local constraints and affordances. Current perceptions as to the outcomes of language teaching, with a particular focus on competence orientation, intercultural competence, and digital literacies will be reflected, a major focus being participatory learning, task orientation, meaning negotiation, and outcome production. In practical terms, the workshop will exemplify ways in which digital tools can facilitate lesson preparation and afford flexibility in classroom practice. Examples presented will demonstrate how digital technologies and their potential for creating motivating and strategy building learning contexts indeed are an invaluable contribution to fostering language learners' agency for today's global pluri-lingual and pluri-cultural communicative spaces.

**WORKSHOP SPEAKER WF**

*Wednesday, 13 March, 2019*

*09:00 AM - 10:00 AM*

*(Room 508, Level 5)*

**OSGD (OBSERVED SMALL GROUP DISCUSSION): AN ACTIVITY FOR TEACHING INTERACTIVE EIL SKILLS**

Nobuyuki Hino, Graduate School of Language and Culture, Osaka University, Japan

*Due to unforeseen circumstances, Nobuyuki Hino is unable to attend the conference*

In this workshop, participants will experience a classroom activity called OSGD (Observed Small Group Discussion) (Hino, 2017, 2018), which has grown out of the presenter's pedagogical attempts to help students develop interactive skills in EIL (English as an International Language) in EMI (English-Medium Instruction) classes. With the highly fluid and dynamic nature of EIL or ELF (English as a Lingua Franca) (Seidhlofer, 2011; Jenkins, 2015) due to the diverse backgrounds of interlocutors, it is useful to engage students in small group discussions especially when they constitute authentic EIL environments with the participation of international students. However, a constant problem with small group discussions is the difficulty for the teacher to provide proper feedback at an appropriate timing, which often results in “sink-or-swim” situations for students. OSGD is an answer to this problem, in which only one small group is organized while all other students surround the group for observation. OSGD is followed by a whole-class discussion, where
discussants and observers, with support from the teacher, together reflect not only on the content of the discussion but also on communication strategies employed in-situ. The combination of observation, reflection, and practice contributes to the productive peer learning of interactive EIL skills.

WORKSHOP SPEAKER WG  
Wednesday, 13 March, 2019  
09:00 AM - 10:00 AM  
(Room 602, Level 6)

PUBLISHING FROM A PHD

Brian Paltridge, University of Sydney, Australia

Getting work published is increasingly important for PhD students. This is especially the case as the competition for entry-level academic positions increases across the world. Publications are also important when students are new in an academic position, as well as when they are seeking tenure or promotion later on in their careers. Converting a PhD into publications, however, is not a straightforward process and normally requires substantial reworking of material from the dissertation. It is usually not as simple as taking a chapter from a dissertation and submitting it as an article to an academic journal. The article needs to be stand-alone and able to be read and of interest to a much wider readership than that of the dissertation. It is also not usually possible to publish a dissertation as a book without revising and reframing it for the broader audience of an academic book. In this workshop, I discuss matters that are important for students to be aware of as they are seeking publication of their work. This includes choosing the right journal or book publisher for their work, understanding the peer review process, and how to respond to reviews of their work.

WORKSHOP SPEAKER WH  
Wednesday, 13 March, 2019  
09:00 AM - 10:00 AM  
(Rooms 603 & 604, Level 6)

PROJECTS IN APPLIABLE LINGUISTICS

Ahmar Mahboob, University of Sydney, Australia

Applicable linguistics takes everyday real-life language related problems in diverse contexts as a starting point and then develops and contributes to a theoretical model of language that can respond to and is applicable in the context. As such, applicable linguistics promotes a project-based approach to research and development. In this workshop, we will look at some examples of projects in Applicable Linguistics and will outline potential projects that workshop participants can develop and carry out in their own contexts.

PARALLEL SESSIONS

PARALLEL SPEAKER 104  
Wednesday, 13 March, 2019  
10:40 AM - 11:10 AM  
(Tanglin Room 1, Level 1)

STUDENT VS. TEACHER REACTIONS TO TEACHING ENGLISH IN ENGLISH (TEE)

Chiaki Iwai, Hiroshima City University, Japan  
Takahiro Iwanaka, Yamaguchi Gakugei University, Japan

The Japanese Ministry of Education introduced a policy of teaching high school English classes in English (the TEE policy) in a top-down manner through the Course of Study enacted in 2013. Assuming that this policy would impact on university newcomers, the presenters conducted a longitudinal survey from 2014 to 2017, triangulating quantitative and qualitative data sources: questionnaire surveys of over 6,000 students and interviews of 30 students and 24 teachers. Data was collected from four universities in western Japan by balancing their types, i.e., private, public, and national. Analysis revealed four major findings: 1) the TEE policy had little influence on the university English learners as high school teachers largely did not follow it; 2) most university learners did not care about TEE as long as their comprehension in class is guaranteed; 3) proficiency is an important predicate for learners’ preference for TEE, though other factors are also important; 4) teachers hold varying beliefs about TEE, which differ noticeably among different types of teachers and according to class purposes. Limitations of the top-down introduction of such an important policy will be discussed, along with other pedagogical implications.
LANGUAGE CORPORA AS TOOLS IN TEACHING EAP IN THE DIGITAL ERA

Gusztav Demeter, Case Western Reserve University, United States
Ana Codita, Case Western Reserve University, United States

Researchers in second language acquisition have long been advocating the use of authentic materials in the classroom (Larimer & Schleicher, 1999; Huang, Tindall, & Nisbet, 2011) and providing authentic language opportunities (Grim, 2010) and input (Bahrami & Sim, 2012) to learners. The consensus is that language should be taught using real examples (Boers & Lindstromberg, 2006; Ellis, 2015). With the advent of the digital era, numerous digital tools have been created to address this need. One such tool is the language corpus. While there are some accounts of the use of corpora in different teaching contexts (Bardovi-Harlig, Mossman, & Vellenga, 2015; Conrad, 2016), teachers need more guidance and clear directions on how to use this effective tool to bring authentic language into the classroom. The purpose of this presentation is to provide such guidance in using corpora to teach EAP. The presentation will first give an overview of different types of corpora and software that can be used. The presenters will then demonstrate a sample activity of how to use a corpus in the EAP class, with step-by-step instructions. Participants will leave with a better understanding of this tool that will enable them to use corpora in their classroom.

A COMPARISON OF INTERCULTURAL COMMUNICATIVE COMPETENCE BETWEEN KOREAN AND JAPANESE UNIVERSITY STUDENTS

Mae-Ran Park, Pukyong National University, Korea

The purpose of this study was to investigate the influencing factors of intercultural communicative competence based on Arasaratnam and Bznerjee (2010)’s integrated model of intercultural communicative competence, which consists of intercultural communicative competence, intercultural sensitivity, learning motivation and the use of English media. For the study, 89 Korean and 70 Japanese college students participated in the survey. The participants’ intercultural communicative competence was measured by the answers to the four sections in the questionnaire survey between Korean and Japanese students. Based on the statistical analyses, the following results were shown: First, Korean college students showed a higher intercultural communicative competence, intercultural sensitivity, and learning motivation than those of the Japanese college students. Also, a comparison between Korean and Japanese students with low TOEIC scores and non-English majors showed that Korean students were higher than Japanese students in terms of their intercultural communicative competence and intercultural sensitivity. Furthermore, comparing the Korean students with Japanese counterparts who have been overseas showed that the Korean group were found to have a higher intercultural communicative competence, intercultural sensitivity, and learning motivation. Possible reasons behind the current results were considered and methodological and pedagogical implications were discussed.

A JAPANESE-ENGLISH PARALLEL CORPUS STUDY OF POLICE AND L2 ENGLISH

Michael Holsworth, Kyoto Sangyo University, Japan

This presentation will introduce a new parallel corpus study that has evolved from a unique ESP based course designed to teach both university students and the Kyoto police together. With a growing number of foreign tourists and residents in Japan, the police are required to communicate using English as a lingua franca. A needs analysis completed in conjunction with the Kyoto Police was the impetus for the current study in order to understand their learning needs. The study has received grant funding that will help create and analyze a Japanese-English parallel corpus of police texts. The intended corpus size is between 30,000 and 50,000 words. Through translation and back-translation, the content will represent a variety of written materials used by the police. These include materials referenced by the police when interacting with non-Japanese speakers, materials currently used internally for English training by the police, or materials the police have
identified as necessary to have in both languages. Through part-of-speech tagging, the final analyses are intended to identify language patterns, target vocabulary frequency, and collocations specific to the genre of police-English. The presentation will highlight the study design, and the potential practical and research applications of a parallel Japanese-English corpus.

PARALLEL SPEAKER 108

Wednesday, 13 March, 2019
10:40 AM - 11:10 AM
(Room 503, Level 5)

CRITICAL READING STRATEGIES FOR ACADEMIC WRITING: AN EMPIRICAL STUDY

G Suvarna Lakshmi, The English and Foreign Languages University, India

EAP and ESP learners in India find academic writing as a bigger challenge than other language skills because it depends on their analyses, logical reasoning and argumentative abilities. The studies conducted earlier confirmed that the undergraduate students of technology are good at non-verbal logical analyses but not at verbal. The lack of knowledge of good critical reading strategies to understand and analyze the texts proved to be the main reason for their failure among other reasons like familiarity with the task type and practice of productive skills. This paper discusses the process of training the students on critical reading strategies for academic writing. The study was conducted with undergraduate students, training them to adopt five most prominently used critical reading strategies to enhance their academic writing abilities: 1. Divide the text into meaningful chunks 2. Understand the structure of the argument 3. Identify the premise of the argument (facts), the argument and conclusions 4. Evaluate the argument 5. Prepare the outline for argument writing. It presents the theoretical stances that support the main argument, the methodology adopted for the study and finally the progress in the performance of the students, issues and challenges faced along with conclusions and suggestions.

PARALLEL SPEAKER 109

Wednesday, 13 March, 2019
10:40 AM - 11:10 AM
(Room 504, Level 5)

NESI AND GARDNER’S 13 GENRES APPLIED TO STUDENTS’ ART AND DESIGN WRITING

Kara McKeown, Zayed University, United Arab Emirates

This presentation will focus on an ongoing case study of teaching art and design through English as a medium of instruction (EMI) in the College of Arts and Creative Enterprises (CACE) at an Arabian Gulf higher education institution (HEI). Drawing on the results of qualitative and quantitative research with students and faculty into their perceptions of the challenges of teaching and learning art and design through EMI, the presenter embarked on an investigation to analyze the key writing tasks and genres required of students across their 8-semester degree program in CACE. The theoretical framework applied was Nesi and Gardner’s thirteen genres of written academic texts. Ten of the thirteen Genres were identified. The findings of this investigation will be reported, and recommendations will be discussed for how this genre awareness can assist in more effective EMI for students of art and design. It is hoped that by highlighting the diversity of the written assignments that students are asked to undertake, these tasks can be made more explicit, more manageable, and more successful for students and faculty.

PARALLEL SPEAKER 110

Wednesday, 13 March, 2019
10:40 AM - 11:10 AM
(Room 506, Level 5)

PRODUCT AND PROCESS IN COURSE EVALUATION

Jack Richards, University of Sydney, Australia and SEAMEO RELC

There are two ways of thinking about course evaluation. One is the dominant approach in educational planning that considers evaluation as a set of activities to develop efficient and effective ways of achieving learning outcomes. The rigor with which course development is carried out – drawing on procedures that include needs analysis, planning learning outcomes, designing a course and syllabus framework, and using effective methods of teaching and learning – will determine the success of the outcomes. Curriculum processes are seen as ways of bringing order, control, and direction into language teaching and language course design. From this perspective, evaluation is viewed as essential to maintaining the quality and success of a language program. The alternative approach to evaluation can be described as process evaluation and focuses more on the values that the curriculum reflects and how the curriculum is realized through the procedures and activities of teaching and learning. From this perspective, evaluation has very
different goals. Its goal is exploration and understanding. This view of evaluation is inquiry-based and is concerned with knowledge building, with understanding, and with explanation. The goal is geared toward less diagnoses and improvement but more on a holistic exploration of teaching in context. This is a sociocultural approach to evaluation in which classrooms are seen to have a rich life that unfolds over time, as events and processes interact and shape the way participants think, feel, and act. Both approaches to evaluation will be described and compared in this paper: effectiveness-oriented evaluation which will be characterized as product-focused evaluation, and the alternative approach as process-focused evaluation.

**PARALLEL SPEAKER 111**

**Wednesday, 13 March, 2019**

10:40 AM - 11:10 AM

(Room 507, Level 5)

**EPISTEMIC STANCE IN CHINESE ADVANCED EFL LEARNERS’ SCIENTIFIC RESEARCH WRITING**

Jingjing Wang, Hubel University, China

Academic arguments are built not only on the writers’ plausible representation of scientific facts, but perhaps more importantly on their ability to project a competent positioning towards what they discuss and who they address. Most of the previous studies have been concerned with stance-making practice across L1 and L2 student writing and disciplinary groupings. Less explored, however, is the possible influence of nuanced disciplinary variation and writer groups across cultures. In this study, hedges, boosters and self-mentions are investigated as main expressions of epistemic stance in the research writings by Chinese PhD students and expert writers across four science disciplines. PhD students’ corpus is composed of the term papers they submitted to EAP courses and compared with published journal articles in the same disciplines. Results show that PhD science students used considerably more hedges, boosters as well as self-mentions than journal article writers. They rely heavily on a limited set of linguistic choices, exhibiting an obvious preference for certain epistemic resources and feature invisible authorial presence in their academic writings. Cross-discipline, cross-group and cross-culture interpretations on the results are discussed, and pedagogical implications on L2 research writing instructions are also raised at the end of the paper.

**PARALLEL SPEAKER 112**

**Wednesday, 13 March, 2019**

10:40 AM - 11:10 AM

(Room 508, Level 5)

**PROCEDURAL DISCOURSE IN EFL: CASE STUDIES OF JAPANESE TRADITIONAL CRAFT ARTISTS**

Mark Hammond, Kanazawa University, Japan

The presentation will outline a project to investigate how Japanese practitioners of traditional craftwork (ceramics, metalsmithing, lacquer, and textile dyeing) give technical instructions in English as a foreign language. The underlying goal of the study, funded by a grant from the Japan Society of the Promotion of Science, is to develop ESP learning materials to help craft professionals, with low-intermediate L2 proficiency, to give basic spoken instruction during creative-tourism workshops targeted at international visitors to Japan. Such hands-on workshops are becoming a significant component of private and public initiatives to sustain traditional craft industries, especially due the expected increase in tourism with the proximity the 2020 Tokyo Olympics. Discussion will include the application of an adapted model of the Francis & Hunston (1992) framework of exchange structure analysis, which was used to explore the procedural discourse of four case studies of workshops taught by Japanese craft artists. Additionally, the presentation will show how the study’s findings helped to develop a 35-page booklet to encourage and support craft professionals to conduct workshops for the first time.

**PARALLEL SPEAKER 113**

**Wednesday, 13 March, 2019**

10:40 AM - 11:10 AM

(Room 601, Level 6)

**EFL LEARNERS’ WRITING PROCESSES WITH MACHINE TRANSLATION**

Mikie Nishiyama, Postgraduate School, Tokyo Healthcare University, Japan
Noriko Matsuda, Aino University, Japan
Shoma Aota, University of Tsukuba, Japan

Recent advances in machine translation (MT) suggest that MT may enable learners to write in a foreign language (FL) more easily in FL writing. With respect to such a situation, however, few studies have examined how EFL (English as a foreign language) learners’ writing processes might be influenced by
utilizing MT in FL writing. This presentation will discuss possible factors that may influence learners’ writing processes with MT by analyzing their use of MT strategies in FL writing. The study utilized screen capture software and stimulated recall methodology in order to obtain the data. The results showed that a total of 8 strategies specific to FL writing with MT were identified in the case of intermediate EFL learners. The study found that task types and learners’ English proficiency levels were not so closely related to their use of MT strategies in FL writing, whereas the degree of learners’ familiarity with MT and their perceptions regarding the use of MT in FL writing seemed to be more related to their use of MT strategies in FL writing. This presentation may also raise teachers’ awareness of issues of plagiarism in students’ FL writing when assessing their take-home assignments submitted for academic credit.

PARALLEL SPEAKER 114

A SOCIO-ECOLOGICAL FRAMEWORK FOR MATERIALS DEVELOPMENT IN THE DIGITAL ERA

Sook Jhee Yoon, The University of Melbourne, Australia

The digital era has given rise to opportunities for collaborative, participatory and individualised learning. Contemporary CALL materials are not only technical (such as tablet and textbooks), but also socio-technical (such as virtual realities and mobile apps). Although technology has become ubiquitous in social practices, teachers face difficulties in identifying appropriate tools to align with their teaching. To meet this challenge, there is a need to redefine our understanding of universal materials development principles in culturally contextualised and networked learning contexts. Redefining the principles from a socio-ecological lens enables practitioners to understand the changing nature of CALL materials and ways to maximise opportunities for knowledge construction through semiotic modes. This presentation aims to advance fundamental understandings of contemporary CALL materials, foster practical use of emerging technologies and promote conversations about challenges of materials development in the digital era. An increased understanding of CALL materials has significant implications for pedagogy, that is, teachers being comfortable and creative in using emerging technologies.

PARALLEL SPEAKER 115

QUANTIFYING THE BURDEN OF JAPANESE SCIENTISTS PRESENTING THEIR RESEARCH IN ENGLISH

Motoko Asano, Osaka Medical College, Japan
Judy Noguchi, Kobe Gakuin University, Japan

Writing research articles and giving conference presentations in a language that is not your native one can be burdensome activities. This can be problematic because presenting research to the professional community is a requirement for community membership and participation. To determine the extent of the burden, we conducted a study which replicated and extended work done with Mexican scientists writing in English. In addition to examining the issues faced by Japanese scientists writing up their research in English, we tried to quantify their perceptions of the burden of giving conference presentations in English. We quantified the burden of 68 Japanese-speaking scientists by employing the 7-point scale questionnaire used in the Mexican study concerning the perceived difficulty, dissatisfaction, and anxiety. Comparison of the findings revealed a greater perception of difficulty by the Japanese scientists. Our study also revealed high degrees of difficulty, dissatisfaction, anxiety when giving conference presentations in English. Overall, the results indicate that Japanese scientists perceive high levels of difficulty when trying to communicate science in English. We discuss the possible factors causing these issues and consider ways to alleviate the burden.

PARALLEL SPEAKER 116

UNDERSTANDING LANGUAGE TEACHER EDUCATORS’ BOUNDARY CROSSING EXPERIENCES IN HONG KONG

Rui Yuan, The Education University of Hong Kong, Hong Kong
Despite a growth of research on language teacher educators’ professional practice and development over the past decade, scant attention has been paid to their boundary crossing experiences as an essential part of their professional histories and continuing development. To fill this gap, the present study investigated four language teacher educators’ boundary crossing experiences and how such experiences influenced their professional practice and development in the higher education context of Hong Kong. Drawing on data from in-depth interviews and field observation, the findings show that the teacher educators moved from different institutional and socio-cultural contexts to their current workplaces and they actively compared and analyzed their different experiences to guide their ongoing work and development. While the participants encountered a range of contextual obstacles in the boundary crossing process, they exercised their self-agency to actively engaged in new forms of boundary crossing (e.g., participating in professional development programs) to expand their professional network and enhance their professional competence. The study has important implications for higher education and teacher education on the preparation and development of language teacher educators.

PARALLEL SPEAKER 117

Wednesday, 13 March, 2019
11:20 AM - 11:50 AM
(Tanglin Room 1, Level 1)

DISCOVERING SHARED SPEAKER RESOURCES THROUGH “DUAL” LINGUA FRANCA TASKS IN UNIVERSITY EMI

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

With an ever-growing number and diversity of English learner-speakers around the globe, many researchers in English as a Lingua Franca (ELF) have increasingly turned their attention to the multilingual resources of ELF users in recent years. At the same time, in English Medium Instruction (EMI) courses taught at Japanese universities, collaborative learning of content by mixed groups of domestic (Japanese L1) undergraduates and international (English and Other L1) exchange students has also become more prevalent. This has led to a heightened need for students to develop their awareness of mutual knowledge and strategies for enhancing lingua franca communicative competence. The presenters will highlight an example of such “co-learning” through “dual” lingua franca tasks—English then Japanese—within an EMI Japan Studies course. The presentation will show: a) self-discoveries made by mixed-L1 learner teams while observing their video-recorded conversations in both languages; and b) student-initiated changes developed over three months through repeated post-task reflections. Via the process of negotiating meaning in their two lingua francas, students were clearly able to gain added insights into one another’s resources and roles which in turn aided their confidence and facilitated their communication.

PARALLEL SPEAKER 118

Wednesday, 13 March, 2019
11:20 AM - 11:50 AM
(Tanglin Room 2, Level 1)

CREATING A STUDENT-AUTHORED FORMULAIC PHRASE BANK USING GOOGLE SHEETS & AUTHENTIC, ACADEMIC TEXTS

Thomas Stones, Kwansei Gakuin University, Japan

Frequently, intermediate-level academic writers have mastered the basics of coherence and cohesion, but often write in a clunky style, tending to overuse the same conjunctive adverbs and formulaic expressions. In order to help them develop beyond this plateau, I implemented an approach to encourage learners to utilise authentic, academic articles to add variety to their formulaic expression use. This presentation reports on the different stages of this approach, from awareness raising on the form and function of formulaic expressions in authentic, academic texts to collating the phrases in a class corpus on GoogleSheets to actual usage in their academic writing. This approach allowed for the construction of an extensive bank of formulaic language that covered a range of functions that was shared in real time among the learner cohort. It allowed for asynchronous learning and provided the learners an approach for formulaic language identification and storage that they can take forward into their future studies. The presentation reports on the successes of the approach as well as the ways it can be improved and suggests ways in which it can be adapted for a variety of classroom contexts and language-learning goals.
MEASURING ACADEMIC VOCABULARY KNOWLEDGE: TRIANGULATING MEASURES OF RECEPTIVE AND PRODUCTIVE KNOWLEDGE

Diane Pecorari, City University of Hong Kong, Hong Kong

In all English-medium contexts, students’ proficiency in English is a critical factor for academic success. Underpinning the ability to listen to lectures, take part in seminar discussions, read textbooks, write assessment texts etc. is vocabulary knowledge. A considerable body of research has investigated the development of vocabulary knowledge in L2 users of English. However, this research has tended to focus more on receptive than productive knowledge, and few studies have explored the relationship between the two, especially in academic contexts. This paper will report the results of an investigation into the receptive and productive academic vocabulary knowledge of students in English taught master’s programs. Three measures of vocabulary knowledge were used: (i) a test of receptive academic vocabulary knowledge using the format of the Vocabulary Levels Test; (ii) a test of academic words using the format of the Productive Vocabulary Levels Test; and (iii) a profile of students’ use of academic vocabulary in a corpus of assessment writing tasks. The results from these three approaches permitted triangulation, thus informing the relationship between receptive and productive knowledge. The results reveal distinct patterns of receptive and productive vocabulary knowledge. Implications for learning, and teaching, in contexts of EMI will be discussed.

DISCOVERING THE TEACHING SELF: EXPLORING THE REFLECTIVE LANGUAGE OF A CAPSTONE PROJECT

Mark Fraser, University of Wollongong, Australia

Academic writing poses many challenges for teachers of English from non-English language backgrounds as learners in post-graduate programmes. They require sufficient academic writing abilities to meet the challenges of producing well informed and structured texts to demonstrate their knowledge of key content and theoretical principles. However, writing effectively remains a constant challenge. Critical reflective writing aids learners to relate disciplinary ways of working and knowing to their own values, ethics and practices (Ryan, 2011, p.109). However, limited research has been carried that explores the relationship between the genre of critical reflection and other text types. The aim of this study is to explore the relationship between the genre of critical reflection and other genres within a capstone research report that is used as a reflective tool on the participants’ teaching practices as teachers of English. This study draws on Ryan’s (2011) reflective genre framework and Appraisal Theory (Martin & White, 2005) to systematically describe the evaluative language used in the reflective writing component of the research reports. There are implications for academic writing course design, specifically the structure of report writing, that allows learners to express their understanding of theoretical principles relevant to their own teaching practices.

TEACHING EMOTION LANGUAGE USE IN WRITING THROUGH NEWSPAPER GENRES

Jonathan Ngai, The Open University of Hong Kong, Hong Kong

Emotion language is an important subset of evaluative language, which is now acknowledged to be pervasive in language use and fundamental to human communication. Emotion evaluation has a special place in news discourse. Called “third party emotions” (White, 2004, p.233), emotion markers like fears and anger are used by news writers to “outsource” emotional labour, and writing about emotion is “one of two vital personalisation strategies in news making” (McEachern, 2007, p.144). Yet while something is known about emotion language use in news reports (e.g. Bednarek, 2006; Ho & Cheng, 2016; White, 2012), far less is known about such use in editorials and feature articles, where emotion evaluations are not only more liberally but also differently used. Drawing on a specialized 900,000-word corpus of newspaper texts (Ngai, 2017), this paper looks at emotion language use in news stories, editorials and features, that is, how different types of emotion markers are employed to perform different discourse functions. Results show that emotion evaluation use is
associated with a wide variety of rhetorical strategies, playing a pivotal and yet dynamic role in constructing the three newspaper genres. The paper ends with implications for the teaching of writing in the ESL classroom.

PARALLEL SPEAKER 122

Wednesday, 13 March, 2019
11:20 AM - 11:50 AM
(Room 504, Level 5)

VOCABULARY LEARNING IN THE AGE OF INTERNET TELEVISION

Phoebe Lin, Hong Kong Polytechnic University, Hong Kong

Exposure to input outside the classroom is key to the achievement of nativelike proficiency in a foreign language. With the advent of the Internet, watching internet television and social media has become part of the daily routine for many young people. Such an extensive exposure to internet media offers young people a great opportunity to expand their knowledge of idiomatic English expressions and usages. Despite many hours of exposure, however, self-directed learning from internet media has not been effective. This is due to the lack of guidance to draw learners' attention to noteworthy language features in the videos and consolidate the knowledge gained. Consequently, the vocabulary and idiomatic usages encountered in the internet videos are quickly forgotten. This project developed IdiomsTube (www.idiomstube.com), the first-ever computer-assisted language learning tool that intelligently guides the learning of idiomatic expressions from internet television and media. The tool automatically generates learning tasks for any English videos that learners watch on YouTube, monitors the progress of each learner and delivers personalised learning plans.

PARALLEL SPEAKER 123

Wednesday, 13 March, 2019
11:20 AM - 11:50 AM
(Room 506, Level 5)

EXAMINING TECHNOLOGY USE IN EAP UNIVERSITY AND COLLEGE PROGRAMS

Geoff Lawrence, York University, Canada

Technology-enhanced EAP programs are an emerging strategy to support the steady growth of international student enrollment in English-speaking post-secondary institutions around the world (Institute of International Education, 2015). This paper reports on government-funded research documenting the largely undefined use of technologies in post-secondary EAP programs across North America. This multi-staged, mixed methods study surveyed EAP teachers and administrators in over 40 universities and colleges across the U.S. and Canada. This was followed by site visits where classroom observations, key informant interviews and student focus groups were used to deepen understanding of the benefits, challenges and potential of technology-mediated EAP approaches from varied stakeholders. This paper’s findings will share EAP teacher, student and administrator beliefs about EAP technology integration, perceived benefits and limitations of technology use along with constraints inhibiting technology-mediated approaches. The range of technologies used in current EAP programs will be outlined in addition to envisioned and emerging areas of technology-enhanced EAP pedagogy. Implications for English language teaching, teacher education, program design and an ongoing community of practice will conclude the paper.

PARALLEL SPEAKER 124

Wednesday, 13 March, 2019
11:20 AM - 11:50 AM
(Room 507, Level 5)

ENSURING INTERNATIONAL AND INDUSTRY STANDARDS OF LANGUAGE PROFICIENCY: A CASE STUDY IN AVIATION ENGLISH

Kim-Chua, Embry Riddle Aeronautical University, Singapore

On March 5th, 2003, the International Civil Aviation Organisation (ICAO) mandated in a series of amendments, standards and recommended practices that pilots, air-traffic controllers and ground staff around the world comply with the English language proficiency requirements. Effectively, this means that worldwide proficiency requirements and industry training needs have been outlined by the ICAO and that aviation personnel who fail to comply with the mandatory and minimum level four of language proficiency are barred from active duties until they have done so. The ICAO language proficiency requirements (LPR) is a definitive step in enhancing the overall language proficiency level of pilots, air traffic controllers and ground staff globally as a strategy to mitigate communication related human factors in aviation incidents and increase global aviation safety. This paper presentation will examine the current literature on Aviation English training
Learning vocabulary is important because it is an essential part of using a second or foreign language. In EFL settings, vocabulary knowledge can promote the development of language proficiency and build meaningful communication (Amiryousefi, 2015). In an academic context, the needs to develop listening skills are of great importance to language learners. This study was conducted during an Academic Listening course for one semester in a private university in Indonesia using TED talks. The course was offered to second-year undergraduate students majoring in English Education. The classroom activities comprised pre-listening, while-listening, and post-listening, each with different tasks to assess different aspects of listening skills. The data for this study were collected from the students’ journals and questionnaires administered at the beginning and near the end of the course. The analysis shows that the course improved the students’ vocabulary knowledge especially those of lower frequency words, and promote their motivation for listening to different English accents. Other evidence shows that the course raised their awareness of the importance of other aspects of language learning such as the needs for appropriate pedagogical activities from the students' perspectives.

ESP IN THE DIGITAL WORLD AT SUKHOTHAI THAMMATHIRAT OPEN UNIVERSITY (STOU)

Alisa Vanijdee, Sukhothai Thammathirat Open University, Thailand

STOU has offered 10 ESP (English for Specific Purposes) courses at a certificate level since 1984 with full development completed in 1993. They are Business, Tourism, Hotel Work, Office Work, Computer, Public Health, Technicians, Agriculture, Teaching, and Law. These courses are offered in a distance learning mode; students study on their own with support from teachers and audio-visual materials. Registration is high (3,231; 2,893; and 2,717: from the year 2014, 2015, 2016) reflecting the need and preferences of short English courses for career improvement. The course design was theme-based with prior needs analysis and a communicative approach. The course team consists of content, language, technological and evaluation experts. The teaching and learning are offered in printed texts via the distance learning system. Two courses offer additional online information through the Moodle platform. Evaluation includes formative assignment and summative (20: 80%). Satisfaction level of both graduates and employers is high. Challenges in digital learning in the 21st century include short and job-related course design with digital delivery mode. The teaching mode must be adapted to keep pace with dynamic learning sources and expectations while the environment should include more interaction with teachers, practicum and online learning.

DESIGNING AN INSTRUCTIONAL FRAMEWORK TO DEVELOP EAP LITERACY

Peter J Collins, Tokai University, Japan
Hiroko Suzuki, Tokai University, Japan

In order to interact with challenging academic content (Hyland, 2006), tertiary-level English learners must draw on both linguistic knowledge and communication skills. They also need opportunities to engage in self-regulation (Zimmerman & Schunk, 1989) if their language learning is to sustainably support them. The current study presented in this paper seeks to address these requirements by 1) using online surveys on language proficiency and learning experiences to clarify gaps between students’ EFL backgrounds and their potential as EAP learners and users, and 2) designing an instructional framework that sequences the cognitive demands of materials and activities. The target participants were first-year Japanese university students in required English reading/writing courses. Two respondent categories emerged from the online student
surveys. For one, secondary school language learning had been limited to the “remembering level” of the Revised Bloom’s Taxonomy (Anderson et al., 2001); the other had experienced activities at the applying, analyzing, and creating levels but still lacked basic linguistic knowledge. The framework is designed to empower both groups to collaboratively participate in activities at various Taxonomy levels. Finally, the paper offers practical ways the framework can help bridge gaps between students’ past learning and their current EAP needs.

PARALLEL SPEAKER 128

Wednesday, 13 March, 2019
11:20 AM - 11:50 AM
(Room 603, Level 6)

DEVELOPING ESP READING ASSESSMENT FOR NURSING VOCATIONAL HIGH SCHOOL STUDENTS

Silvina Anna Marissah, SMKN 1 Tanjung Lago, Indonesia
Chuzaimah Dahlan Diem, Sriwijaya University, Indonesia

This study was aimed at developing a set of English reading assessment for nursing vocational high school (VHS) students. Before designing the assessment, some analyses were done to match the design of the development with students’ needs and reading levels, text readability levels, VHS nursing curriculum and ESP curriculum which are in line with Indonesia National Working Competency Standard for Health Service in Nursing field. In the self-evaluation and revision, four different aspects covering contents, instructional design, language, and media were reviewed by experts for the assessment validity, students’ one-to-one and small group evaluations for its practicality, and field test for its potential effect in measuring students’ reading literacy. The results show that the assessment was very highly valid based on experts, highly practical based on one-to-one and small group evaluations. The field test also shows that 77% test takers achieved more than minimum score criterion (67.18). Interestingly, this score is strongly and significantly correlated with that of Test of English for International Communication (r = .821) which means the developed assessment is equally good to be used to evaluate students’ reading literacy.

PARALLEL SPEAKER 129

Wednesday, 13 March, 2019
11:20 AM - 11:50 AM
(Room 604, Level 6)

USING YOUTUBE VIDEOS TO IMPROVE SPEAKING SKILL OF THAI EFL STUDENTS

Salinda Phopayak, Nakhon Pathom Rajabhat University, Thailand

This research investigated the use of YouTube videos as a teaching tool to improve English speaking skills and encourage students to think critically through discussion activities in English at Work course. The study participants are 45 non-English major undergraduate students from Nakhonpatom Rajabhat University, who registered for the English at Work course during the second semester of 2017 academic year. The instrument used in this study were questionnaire survey and field observation. The survey investigated students’ opinions on using YouTube videos for the English at Work class. The observations were based on students’ achievements in discussion activities. The data were collected through speaking assessment and the questionnaire survey. The results revealed that there was an improvement in the students’ speaking skill and critical thinking skills. In addition, students’ opinions on using YouTube videos within activity for teaching were positive. To conclude, holding a discussion activity after watching YouTube videos allows each student to give and share information orally to their group. Furthermore, it expands students’ critical thinking skills as well.

PARALLEL SPEAKER 130

Wednesday, 13 March, 2019
11:20 AM - 11:50 AM
(Room 605, Level 6)

USING WEBSITE DESIGN TOOLS SUCH AS WIX TO ENGAGE LEARNERS

David Squires, Curtin University, Singapore

This presentation will focus on using free website creation tools such as Wix to teach English as a Second/Foreign Language, illuminating the subject from a social constructivism 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. As internet users globally are becoming creators and co-creators of content, it is important that this reality is reflected in the classrooms of today. This presentation will look at the theory behind how website creation is a motivating process for learners in line
A HYBRID PEDAGOGICAL PROFESSIONAL GENRE FOR NOVICE CONSTRUCTION ENGINEERS IN HONG KONG

Cindy Yu, City University of Hong Kong, Hong Kong

English is one of the official languages in Hong Kong and is predominantly used in professional fields, particularly in written communication. However, little work has been done on exploring professional genres in the context of the Hong Kong workplace. This paper reports a multi-perspective genre analysis on a specialized professional training genre of novice engineers in Hong Kong – Training Logbook Entry. The genre functions as an assessment tool for engineer trainees during their training period. This paper discusses the hybrid nature of the genre as a pedagogical discourse produced in the workplace. The paper adopts Swales' Move-Step model to discuss the rhetorical structure and linguistic characteristics of the Training Logbook Entry as a professional genre in the construction industry, by drawing evidence from a corpus of 110 logbook entries produced by 10 novice engineers in the field. This presentation addresses how the genre is characterized by its pedagogical function and professional content. It is hoped that the findings will provide insights for genre-based teaching and writing in ESP.

DEVELOPING EFL LEARNERS’ PRAGMATIC COMPETENCE THROUGH SYSTEMIC THEORETICAL INSTRUCTION: REQUESTING-IN-INTERACTION

Allan Nicholas, University of Aizu, Japan

Requesting is a challenging speech act for EFL learners, with its complex relationship with social context. Instruction, however, often fails to account for how requests are performed in authentic spoken interactions. In conjunction with drawing upon conversation analysis research findings, Systemic Theoretical Instruction (STI; Gal’Perin, 1979) is an approach that can address these challenges. Learners are introduced to target concepts through three phases- material support via diagrams or other objects; verbal support via speech, and mental, in which external mediation is withdrawn. Little research, however, has investigated STI in relation to speech act instruction. This paper reports on a six-week developmental-experimental investigation of STI and requesting-in-interaction among six Japanese EFL learners in higher education. Pre- and post-intervention, participants carried out role-play tasks without assistance, and further tasks with mediation, to reveal learners’ verbal reasoning for their language choices. For the intervention, participants received 12 hours of STI. Results showed change in performances, with increased length and complexity of interactions. Grammatical complexity of request turns also showed increased sensitivity to the role-plays’ varying social contexts. Verbal reasoning provided additional evidence of development, indicating increased conceptual understanding. Results provide support, therefore, for the use of STI in speech act instruction.

INCLUSIVE PRACTICES IN TEACHER PREPARATORY PROGRAMMES: A STUDY

C Ramamuni Reddy, The English and Foreign Languages University, India

Recent guidelines issued by National Council for Teacher Education (India) mandates inclusion of a module on 'Inclusive classroom practices' in all two year teacher education (Bachelor of Education) programmes. The purpose of introducing this module is to equip teacher trainees with a comprehensive understanding of diverse learner profiles. The programme (B.Ed) by incorporating an additional module popularly known as 'Inclusive Education' seeks to enable trainee teachers handle learners with disabilities better. However, the
newness of the field has posed challenges to the experts/teacher educators on the content to be covered in this module. In the context where more students with disabilities are entering the forte of educational institutions, the rationale to orient trainee teachers on the needs of students with disabilities in terms of classroom practices, methods, materials and assessment is of great relevance. Research design included administering questionnaires to trainee teachers, in-service teachers and semi structured interviews with the teacher educators besides analyzing the course content taught in institutions affiliated to two different universities. The study has thrown light on the changed perceptions among trainee teachers after undergoing the training and established a need for embarking on more comprehensive studies in the area of Inclusive education.

PARALLEL SPEAKER 134

ATTEMPT TO RAISE INTERCULTURAL AWARENESS AND COMPETENCE OF JAPANESE STUDENTS

Kahoko Matsumoto, Tokai University, Japan

This study compares the degrees of intercultural awareness and competence of 202 elementary school, 210 junior high school, and 332 university students based on the analysis of retrospective entries of intercultural encounters made into the European self-reflective tool, Autobiography of Intercultural Encounters (AIE). By comparing the tendencies and characteristics of how each group perceive “otherness” or “foreignness” in their intercultural encounters, the type and method of intercultural education appropriate for each educational level will be proposed. Detailed text analysis has identified diverse ways perceptions of “otherness” were expressed and functioned in intercultural encounters that the 3 groups experienced. The entries of university students exhibited quite dichotomous (we vs. others) and stereotypical perceptions and attitudes. On the other hand, younger subjects’ responses were more idiosyncratic, though often simplistic; more natural, intuitive reactions and interpretations of the intercultural events appeared compared to university student entries. Also, stronger influence of media was detected in older subjects’ responses. Since it is apparent that the proclivity for stereotyping gradually emerges and is strengthened during younger ages, effective intervention or scaffolding in the elementary and junior high school level will be beneficial to raise intercultural awareness and facilitate the avoidance of simplistic overgeneralizations.

PARALLEL SPEAKER 135

DEVELOPMENT OF THE EMI SURVIVAL LIST AND THE COMPUTERIZED COMPREHENSION TEST

Emiko Kaneko, University of Aizu, Japan

In a globalized university in Japan, some subject-matter courses are taught using English as a medium of instruction (EMI), and in such EMI programs, understanding professors’ directives is crucial for students to survive the courses. The purpose of this project is to create the “EMI Survival List” after investigating lexical bundles (Biber, 1999) frequently used in teachers’ directives and to pilot the comprehension test based on this list. To that end, we compiled a 243,349-word corpus with teaching materials such as syllabi, examinations, handouts, lecture slides, collected from 33 professors teaching EMI courses at a computer science university in Japan. We identified 313 four-word lexical bundles, some that refer to students’ obligations straightforwardly, but others that do not specify what exactly students have to do. There are also unnecessarily formal and overly complicated, long instructions. This is conceivably because many of the instructors of the EMI courses are non-native speakers of English who are not familiar with English education in Japan. A computerized comprehension test was developed based on the EMI Survival List and piloted with first-year students. The results of students’ performance and item analysis will be discussed in the presentation.

PARALLEL SPEAKER 136

DEVELOPING TEACHERS IN A DIGITAL AGE

Sophia Khan, British Council, Singapore
Today’s teachers work hard to equip learners with the skills they need to cope with the demands of a rapidly changing world. But are teachers themselves equipped to do the same? This paper presents survey data exploring this question, drawing on perspectives from teachers and teacher educators, with a focus on adult language teaching contexts in Australia and Singapore. It sheds some light on how so-called ‘21st century skills’ can apply to teachers as well as learners and highlights the areas that practitioners prioritised in their own development. The findings explore how well informed respondents felt in a range of key areas relating to ‘the teacher as learner’, ‘the teacher as practitioner’, and ‘the teacher in the workplace’. They provide some insight into how well current models of teacher training and development are supporting teachers, and point to how we could do better in providing teachers with the skills they need to survive and thrive in our evolving field.

PARALLEL SPEAKER 137

ACADEMIC WRITING REVISITED

Peter Davidson, Zayed University, United Arab Emirates

Teachers on pre-sessional or EAP courses need to prepare their students for the type of academic writing that they will be expected to produce once they matriculate into the university. For many textbook writers, curriculum developers and teachers, academic writing encompasses such dichotomous rhetorical patterns as: cause / effect; compare / contrast; advantages / disadvantages; and problem / solution. In reality, however, students at university are rarely, if ever, required to write these kinds of essays. In effect, these simplistic rhetorical patterns are artificial, unhelpful, and potentially harmful for pre-sessional students (Davidson & Spring, 2008). The purpose of this presentation is to establish what we actually mean by academic writing in an EAP context. We begin by defining academic writing, and then move on to critically examine Gardner and Nesi’s (2013) five purposes of academic writing, and the 13 genre families of academic writing that they propose. This will be followed by a discussion of Gillet’s (2018) 15 rhetorical functions of academic writing. Finally, we will discuss the implications that this research has upon the teaching and learning of academic writing in an EAP context.

PARALLEL SPEAKER 138

EFFECTS OF TWO-TYPES OF PRE-TASK BEFORE DICTOGLOSS ON THE RECONSTRUCTED TEXTS

Ayako Hirano, Ritsumeikan University, Japan

This study investigates the effects of two types of pre-task on the quality of reconstructed texts in Dictogloss, one of the Focus on Form (FonF) tasks. In Dictogloss, learners reconstruct a text in pairs or in a group after listening to a model text several times. In the study, thirty EFL learners were assigned to two treatment conditions: Oral Translation from Japanese to English + Dictogloss (OT) and Listening to Japanese Translation + Dictogloss (JT). The OT group first listened to the Japanese translation of a model English text and orally translated it from Japanese to English and then performed Dictogloss. The JT group performed the same task but without oral translation. The model English text included some passive constructions. The participants’ performance, reconstructed texts, was measured holistically and analytically. The study also scrutinized participants’ attention by analyzing conversational protocols during their reconstructing stage. Overall findings are (1) OT task has positive effects on the quality of reconstructed texts (2) OT task draws learners’ attention to the model language. In the presentation, these findings will be further discussed in terms of language teaching. Also, implications and suggestions for foreign language instructors will be provided.

PARALLEL SPEAKER 139

AN ALTERNATIVE ASSESSMENT TO DEVELOP A CONFIDENT AND EFFECTIVE COMMUNICATOR

Dian Khairyani Binte Mondzi, Marsiling Secondary School, Singapore
Elisha Tushara, Marsiling Secondary School, Singapore

Wednesday, 13 March, 2019
13:50 PM - 14:20 PM
(Room 508, Level 5)
The MSS TeenTalk was the English department’s response to the school’s needs to develop our students’ competencies as effective communicators in the 21st century. Previously, the department’s school-based English Language curriculum was focusing on exam-oriented oral skills, paying very little attention to students’ voice and choices to share their stories. Learning was thus very pragmatic and lacked the necessary joy and commitment that we desire from student-oriented learning. Through department’s review, as well as the learning that the teachers gathered from the learning journey organised by the school to various Institutes of Higher Learning (IHLs) such as Nanyang Polytechnic and Republic Polytechnic on the importance of developing transferable skills for career readiness, the department decided to adopt a more student-centric approach to the teaching of oral skills, with the emphasis on recognising students’ voice as advocates of positive change and personal growth through public speaking platforms. This then gave birth to MSS TeenTalk, an alternative, student-centric approach to develop students’ oral skills and increase their confidence in using the language effectively and competently.

PARALLEL SPEAKER 140
Wednesday, 13 March, 2019
13:50 PM - 14:20 PM
(Room 602, Level 6)

THE DYNAMICS OF ANONYMITY AND EFL STUDENT WRITERS’ PERCEPTION TOWARDS PEER REVIEW

Sugene Kim, Nagoya University of Commerce and Business, Japan

Employing peer review in an English writing classroom is popularly practiced. Among research findings showing how peer review can help student writers improve text quality, a few studies claim that Asian students tend to be hesitant to criticize their classmates’ work and exhibit difficulty in providing negative feedback. Since such studies were conducted in an ESL setting with a relatively small number of participants, this study set out to verify and extend previous findings. Students from four English composition classes participated in the study at a Japanese university located in the Tokai region. They engaged in peer-review tasks in both face-to-face and anonymous review conditions and took a survey comprising Likert-scale items and open-ended questions at the end of the semester. The survey questions elicited participants’ perception toward willingness or reluctance to peer review and their preference for either mode—if any. Semi-structured interviews were also held in the interviewees’ L1, Japanese, to solicit in-depth responses about their experiences and perspectives. Analyses of the data indicated that Japanese students’ preference for a certain review mode interacts closely with factors such as self-assessed target language competence and learning style.

PARALLEL SPEAKER 141
Wednesday, 13 March, 2019
13:50 PM - 14:20 PM
(Room 604, Level 6)

THE TRANSFORMATIVE POWER OF COLLABORATIVE AUTOENTHOGRAPHY (CAE) IN LANGUAGE LEARNING RESEARCH

Masuko Miyahara, International Christian University, Japan
Akiko Fukao, International Christian University, Japan

Employing the collaborative autoethnographic-oriented approach (CAE) (Chang, Ngunjiri, Hernandez 2013), this study explores the experiences of two practitioner-researchers conducting qualitative research in the context of an English language program at a Japanese university. Drawing on data from our previous longitudinal research on the subject learner autonomy, we reflected on its methodological aspect by focusing mainly on the interview process of this research.

Based on the iterate nature of reflexivity (Finlay 2012), the data included cycles of our individual meta-reflections of the journal entries from the earlier study, audio recorded face-to-face dialogues of our pre/post reflective writings. Our dialogic accounts reinforced how researchers are connected to the research context both on a micro and the macro level, and how these two dimensions intertwine to provide new meanings to the researchers’ sense of self, experiences, and perspectives. What was revealed through our discussions that included new understandings to the role and responsibility of the researcher, positionalities, identities, the researcher-participant relationship was a transformative experience that offered insightful views into the process of collecting, analyzing and representing interview data. We conclude that CAE could function as an effective vehicle to promote researcher professional development as well as knowledge building in language learning research.
ENGAGING SOURCE IDEAS TO DISCUSS RESULTS: DIFFERENCES BETWEEN QUALITATIVE AND QUANTITATIVE ARTICLES

Becky Kwan, City University of Hong Kong, Hong Kong

As a significant part of knowledge construction, citations in research writing have long attracted attention of ESP scholars. Mostly pedagogically-motivated, a main line of inquiry focuses on linguistic realizations and rhetorical functions of citations deemed tacit and challenging to the novice writer. Using research articles (RA) as data, such studies have tended to follow a discipline-specific or a cross-disciplinary comparative approach premised on the belief commonly held in most ESP studies that a discipline is unified in terms of its paradigmatic traditions (e.g., following a positivist paradigm that endorses quantitative methodologies exclusively) and its research writing practices. However, this assumption is counter-productive in examining citations in disciplines which are gaining paradigmatic diversity (e.g., embracing quantitative, qualitative and other alternative research methodologies). A paradigm-specific approach to citation analysis in such disciplines is thus more relevant and promising as is borne out by the findings of the study to present in this paper. Comparing the citations in the Results sections in the quantitative and qualitative RAs published in journals of two paradigmatically-diverse fields of social sciences, the study shows marked cross-paradigm differences in what and how quantitative and qualitative authors cite to write about their results. Pedagogical implications will be discussed.

INVITED SPEAKERS

LANGUAGE TEACHER AGENCY IN THE DIGITAL AGE

Cynthia White, Massey University, New Zealand

Globalization and new technologies have transformed the communication landscape, in terms of how we communicate (sound, image, text) and with whom. These changes raise fundamental questions for language learning and teaching in the digital age as language teachers face multiple pressures to respond to changing contexts whether through policy changes, curricular changes, or from the expectations of their students, parents and employers. In this talk I draw on recent research into language teacher agency to explore how teachers respond to on-going challenges within a continuously digitizing world. Through specific examples I address such questions as: how do teachers choose to act in the digital age? how have new tools transformed their practices? how do they interpret and use the experiences they encounter? what do they see as their accountabilities? I argue that the concept of agency is a useful framework to understand the choices teachers make as they seek to reconcile local practices, virtual spaces and global forces in the teaching of English for academic, professional and specific purposes. To conclude, I present practical implications for students, teachers, teacher educators and institutions.

MOBILE AND MULTIDIMENSIONAL: FLIPPING THE BUSINESS ENGLISH CLASSROOM

Catherine Nickerson, Zayed University, United Arab Emirates

One of the consequences of the digital era has been the undeniable rise in the use of English in global business. Large numbers of people in the business community now rely on English as a lingua franca in order to get their work done, and at the same time, much international business now takes place through digital technologies in the form of computer mediated communication (CMC). In this plenary paper, I will be exploring a number of ways in which we can introduce mobile learning into the business English classroom, as a motivating and effective learning tool, which may simultaneously provide learners with an opportunity to develop a set of communication skills that are relevant for the workplace. In doing so, I will be considering various aspects of CMC in the workplace as well as the need to approach mobile learning in a systematic way. I will illustrate my discussion with reference to a series of classroom-based studies into mobile learning.
with a focus on business English learners and I will be arguing that in order to achieve our learning outcomes we need to pursue a multi-dimensional approach to mobile learning in which topics, tasks and skills are combined.

PANEL DISCUSSION AND CONFERENCE ROUND-UP

Wednesday, 13 March, 2019
15:30 PM - 16:15 PM
(Auditorium)