

SEAMEO REGIONAL LANGUAGE CENTRE

56TH RELC INTERNATIONAL CONFERENCE (VIRTUAL)

EQUITABLE AND INCLUSIVE LANGUAGE EDUCATION: NEW PARADIGMS, PATHWAYS, AND POSSIBILITIES

14 - 16 March 2022

ABSTRACTS

PROGRAMME

MONDAY, 14 MARCH

INVITED SPEAKERS

INVITED SPEAKERS 1

Monday, 14 March 2022
09:25 AM - 10:25 AM
(Auditorium)

INVESTIGATING ENGLISH MEDIUM OF INSTRUCTION HIGHER EDUCATION: AN ECOLOGICAL LANGUAGE POLICY PERSPECTIVE

Peter De Costa, Michigan State University, United States

In a neoliberal era marked by a global expansion of higher education, many Western based universities aggressively opened English Medium of Instruction (EMI) satellite campuses in Asia and the Middle East. Inspired by profit and the need to chase the foreign tuition dollar, such expansionary efforts have met with different degrees of success. However, as world economic growth starts to recede and nationalist sentiments rise, we have witnessed a curtailing, and in some cases withdrawal, of these transnational endeavours. Adopting an ecological approach (Han, De Costa & Cui, 2019) to better understand this educational phenomenon, I investigate how English monolingual biases and an emergent interest and pride in local languages within several countries that have hosted joint venture foreign campuses have been negotiated. Specifically, I explore the ways in which different social actors - students, faculty and administrators - engage in complex identity work that often results in individuals being sorted and sieved according to the various levels of capital that they possess. These actors' strategic policy and pedagogical decisions will also be unpacked against mounting internal pressures by governments to raise the standards of local universities in the face of stiff global university ranking competition.

INVITED SPEAKERS 2

Monday, 14 March 2022
09:25 AM - 10:25 AM
(Tanglin Room)

CONTEMPORARY PERSPECTIVES ON DIGITAL LITERACIES IN LANGUAGE AND LITERACY EDUCATION

Christoph Hafner, Department of English, City University of Hong Kong, Hong Kong

The profound effects of digital technologies on reading, writing and communication are in continuous flux. Recently, digital tools that were already ubiquitous in our daily lives have, with the influence of the Covid-19 pandemic, intruded even further into the professional lives of language educators. New modes of online education have led to renewed calls for educators to develop digital literacies in students, going above and beyond existing efforts by policy-makers and teachers. In this presentation, I will examine the concept of digital literacies, not only as it applies in these new teaching environments but also in the everyday lives of

language students, where reliance on digital tools carries both benefits and risks. I will outline the range of pedagogical approaches that have been proposed in order to include aspects of digital literacies in the language curriculum and provide examples from practice. I will also address the understandings of affordances and constraints of digital tools that English language teaching professionals need in order to be effective language and literacy educators at this point in time.

PARALLEL SESSIONS

PARALLEL SPEAKER 1

**Monday, 14 March 2022
10:30 AM – 11:00 AM
(Auditorium)**

AUTOMATED COMPUTER-BASED FEEDBACK AND TEACHER FEEDBACK: RETHINKING THEIR ROLES IN TEACHING WRITING

Takahiro Iwanaka (Featured speaker representing JACET), Yamaguchi Prefectural University, Japan

Thanks to the development of ICT technology, reliable automated writing evaluation (AWE) systems are now available, which provide diagnostic feedback on learners' essays. The presenter has been using Criterion in his writing course. Although it is a promising tool, it also has drawbacks and limitations. It is necessary to understand what it can do and what it cannot do. The presenter believes that a teacher and an AWE system such as Criterion should play complementary roles in teaching writing. To examine what Criterion can do, the presenter analyzed corrective feedback from the system. The presenter also interviewed 12 undergraduates who used it in his writing course to clarify how they felt about the diagnostic feedback from Criterion. Based on the analysis of the data, the presenter argues the following three points: 1) Criterion is reliable enough to deal with language-related issues, 2) teachers' role is to provide positive feedback on the content of student essays, and 3) how to organize a paragraph and an essay should be taught as a pre-writing activity.

PARALLEL SPEAKER 2

**Monday, 14 March, 2022
10:30 AM – 11:00 AM
(Tanglin Room)**

JAPANESE LEARNERS' REALIZATION OF ENGLISH DENTAL FRICATIVES

Ai Fujiwara, Meisei University, Japan

This study investigates the Japanese learners' pronunciation of English dental fricatives and clarifies the tendency of alternative phonemes. According to Gimson and Cruttenden (2008), dental fricatives are used only in English, Arabic and European Spanish, therefore, many of English learners have difficulty pronouncing these sounds, and replace them with other phonemes. Focused on intra-and inter-speaker variation in the sound chosen to replace the dental fricatives, this study investigated which substitutions occur by environment such as word-initial, word-mid and word-final, and by the subsequent vowel. The survey was conducted on 34 Japanese learners of English who were enrolled in a phonetics class at a university. At the beginning of the course, they recorded 50 English sentences including words with dental fricatives. The result showed that multiple alternative phonemes were found in the pronunciation of dental fricatives of intra-speaker. Since the learners unconsciously use these variations of dental fricatives, it was effective to make the learners aware of the difference in pronunciation when learning the pronunciation of dental fricatives. In the future research, how well these alternative phonemes are understood among people in the EFL environment, whose native languages are different.

PARALLEL SPEAKER 3

**Monday, 14 March, 2022
10:30 AM – 11:00 AM
(Room 501)**

A DYNAMIC ASSESSMENT OF JAPANESE EFL LEARNERS' INTERACTIVE ORAL REQUESTING PERFORMANCES

Allan Nicholas, University of Aizu, Japan

This study examines the use of dynamically-administered strategic interaction scenarios (D-SIS) in gaining insights into specific aspects of oral requesting Japanese EFL learners find challenging, and tracking their development over time. Viewing the requesting speech act through the lens of conversation analysis, six learners at a Japanese university carried out D-SIS tasks with the researcher in two stages. Analysis

identified three particular areas of difficulty for the learners while engaging in the dialogic interactions-connecting their language choices to the social contextual variables of power, social distance and imposition; pre-request expansion sequences of talk, and pre-closing sequences. A coding scheme was employed, analyzing mediation sequences between the researcher and learners in terms of the efficiency with which the learners oriented to and resolved problems that arose during the tasks. This allowed for quantification of the learners' movements within their ZPDs. Combined with detailed qualitative analysis of the transcript data, insights were gained into learner challenges and development that would not have been possible through non-dynamic methods. An overview of the results is given, and implications for the use of D-SIS tasks as a diagnostic tool in regards to oral interactive requesting performance discussed.

PARALLEL SPEAKER 4

**Monday, 14 March, 2022
10:30 AM – 11:00 AM
(Room 502)**

JAPANESE UNIVERSITY STUDENTS IN THAILAND: THE STUDY ABROAD EXPERIENCE

Andrew Nowlan, Kwansai Gakuin University, Japan

As study abroad programs resume under COVID-19 restrictions, this presentation reports on mixed-methods research aimed to increase accessibility for Japanese university students who may traditionally disqualify themselves from study abroad. Research shows that Japanese students remain reluctant to study overseas due to high costs, anxiety, and the perceived pressure to adopt native-level English in inner-circle English-speaking countries, like Australia and the USA. However, Japanese students predominantly choose inner-circle countries over outer-circle countries, such as Thailand and others of Southeast Asia. This project, funded by the Japanese government, involved 535 Japanese university students with intention to study in either (a) inner-circle English speaking countries or (b) Southeast Asia. After differences in push-pull motivations between the two groups were considered, the qualitative strand involved six Japanese students in Thailand who completed weekly journaling during the first quarter of 2020, a reflective survey, and a post-return interview. Based on thematic analysis, participants recognized the value of learning English as a Lingua Franca (ELF), and developments in intercultural communicative competences. In this session, attendees will consider ideas to better promote Southeast Asian destinations for study abroad and how this may increase access and participation amongst Japanese university students.

PARALLEL SPEAKER 5

**Monday, 14 March, 2022
10:30 AM – 11:00 AM
(Room 503)**

ONLINE OR IN-PERSON: STUDENT INTEREST, EXPERIENCES, PREFERENCES AND ACADEMIC OUTCOMES

Andrew Thompson, Fukuoka Women's University, Japan
Timothy Pritchard, Fukuoka Women's University, Japan

The Internet is a significant technological advancement of our generation and is rapidly reshaping the workplace and our educational institutions. Schools, colleges, and universities across the globe have increasingly incorporated online education into their educational mix. However, Japan has traditionally relied on a teacher-centered and textbook-based learning environment until COVID-19 forced policymakers in 2020 to close elementary and secondary schools (Hirata and Hirata, 2020). Therefore, this mixed-method study investigated (a) student online vs. in-person experiences, interests, and preferences, and (b) does online learning provide benefits to academic learners and potentially produce better course and academic outcomes for particular student types? This study involved both first and second-year students in a compulsory English language program from a public university in south-western Japan. The implications of this research project and findings regarding incorporating online education, specifically the Zoom platform within an academic English language program, will be discussed. Suggestions will also be made in relation to developing student interest in online vs. in-person learning. The researchers hope that policymakers, university administrators, and educators continue to investigate students' experiences, interests, needs, and preferences for online learning to maximize the learning opportunities of future students.

PARALLEL SPEAKER 6**Monday, 14 March, 2022
10:30 AM – 11:00 AM
(Room 504)****EXPLORING PROFESSIONAL DEVELOPMENT AND MEANINGFUL REFLECTION THROUGH LANGUAGE TEACHERS' COLLABORATIVE DIALOGUES**Anthony Wotring, University of Wollongong, Australia
Mark Fraser, University of Wollongong, Australia

A persistent challenge in teacher professional development (PD) is understanding how theoretical learning can be transformed into meaningful experiences. As research often perceives PD as a means to develop teachers' pedagogies (Darling-Hammond, Hylar, and Gardner 2017), its focus frequently centres on effective forms of PD, such as formal training courses or informal workplace learning (Eraut 2005). Recent insights into PD shifts attention to the teachers' interactions as they explore their pedagogies (Avalos 2011). Language teachers may similarly benefit from interactions in these reflective spaces, yet a noticeable lacuna exists in understanding how teachers' reflections, pedagogies, and PD can be linked. This presentation reports on the collaboration of 5 university, EFL instructors attempting to contextualise dialogic teaching principles (Alexander, 2020). Through an iterative research approach, educational design research (McKenney and Reeves, 2014), these teachers explored theoretical principles in their teaching practice via collaborative discussions (Forte and Flores 2014) and critical reflections (Fraser 2021). Data collected revealed an internationalisation of the tenets of dialogue (Holquist 2003) and a nuanced understanding of their impact on classroom talk. These findings may be utilised as a heuristic for language teachers seeking pathways to draw closer to their individual students' voices and learning needs.

PARALLEL SPEAKER 7**Monday, 14 March, 2022
10:30 AM – 11:00 AM
(Paterson Room)****LEARNING TO LISTEN AND LISTENING TO LEARN: THINGS EFL LEARNERS AND TEACHERS HAVE OFTEN OVERLOOKED**

Art Tsang, The Chinese University of Hong Kong, Hong Kong

This presentation is primarily based on my recent viewpoint article published in RELC journal. In this presentation, I will first discuss important gaps that exist in EFL listening and overall proficiency development. I will then present the case for a greater focus on sounds and actual listening in the classroom and spoken input beyond the classroom. Two modalities of listening, namely 'learning to listen' and 'listening to learn' will also be introduced. Through this presentation, I hope that EFL researchers, teachers, and other stakeholders can work towards fine-tuning listening pedagogical practices and facilitating learners' reception of more spoken input beyond the classroom, both of which will highly likely improve learners' listening.

PARALLEL SPEAKER 8**Monday, 14 March, 2022
10:30 AM – 11:00 AM
(Room 508)****MAKING PRESERVICE TEACHERS GO BEYOND "DIVERSITY OF ENGLISH IS A GOOD THING"**

Ayako Suzuki, Tamagawa University, Japan

In order to foster young people who can carry out inclusive communication in English, the importance of introducing Global Englishes into English language teaching is now widely recognized (Selvi and Yazan 2021). In alignment with this trend, Japan designated knowledge about the international use of English as a necessary component and included it into its national curriculum for English teacher certificates in the 2019 academic year. In this context, this paper investigates how Japanese university students on an English teacher training track developed their understanding through introductory lectures on Global Englishes. It is done by looking into the students' in-class comments, learning journals, and summative quizzes. One noteworthy finding could be that they generally accepted diversity of English as a good thing, but their arguments tended not to go beyond it and remained uncritical of potential difficulties that linguistic diversity would cause. This may result in negligence of the significance of diversity in their future classrooms (Suzuki 2011). The paper, then, attempts to identify what information about Global Englishes is necessary for making them more sensitive to the diversity of English and how it should be presented to them in the teacher training. What is discussed in this paper would be applicable in other Asian contexts.

PARALLEL SPEAKER 9

**Monday, 14 March, 2022
11:05 AM – 11:35 AM
(Auditorium)**

ENGLISH LANGUAGE CURRICULUM REFORM IN INDONESIA: TEACHERS' PERSPECTIVE

Joko Nurkamto Samuri, (Featured speaker representing TEFLIN), Sebelas Maret University, Indonesia

The Indonesian government aims to introduce a new curriculum nationally for Early Childhood schools, primary education, and secondary education in 2022. The new curriculum, which is now being piloted in a small number of schools, provides teachers with the flexibility and creativity to translate the mandated intended learning outcome into a suitable syllabus, learning resources, and teaching design. In this presentation, I want to report teachers' understanding of the new curriculum. It focuses primarily on how teachers perceive the curriculum. I will also examine the teachers' readiness to implement the curriculum. This exploratory case study will use document analysis, written guided reflection, and in-depth interviews as data collection methods. The benefit of the paper is to map out teachers' readiness and capability to transfer the desired learning outcome into teaching practice so that the government can plan appropriate training for them.

PARALLEL SPEAKER 10

**Monday, 14 March, 2022
11:05 AM – 11:35 AM
(Tanglin Room)**

THE IMPACT OF TRANSLANGUAGING ON EFL LEARNERS' LEXICAL DIVERSITY IN JAPANESE UNIVERSITIES

Chizuko Aiba, University of Shizuoka, Japan
Junji Izumi, University of Shizuoka, Japan

Despite a trend toward English monolingualism in EFL classrooms in Japanese university settings, the accepted fact is that each instructor decides whether or not students are allowed to use the first language (L1) for input and cognitive activities. The implementation of translanguaging pedagogies has shed some light on problems of using L1 (Lin, 2020), with a gradual increase in CLIL implementation in Japanese universities. Is there any beneficial or adverse impact on students' writing if it is a form of translanguaging to use L1 to input content? Data for this study were collected from six classes during one semester at three different Japanese universities. Two writing tasks were conducted: one translanguaging (input in Japanese and output in English) and one monolingualing (input in English and output in English). For each class, paired difference tests were performed to determine the difference of lexical diversity (LD) scores between translanguaging and monolingualing tasks. The finding of this research will give a hint for flexible instruction using translanguaging.

PARALLEL SPEAKER 11

**Monday, 14 March, 2022
11:05 AM – 11:35 AM
(Room 501)**

THE TWISTS AND TURNS OF USING INCLUSIVE LEARNING IN A COMMUNICATION CLASSROOM

Dara Richard, National University Singapore, Singapore
G L Lee, National University Singapore, Singapore

Oral presentations can cause anxiety for learners at all proficiency levels. Practice is key to increase self-confidence, but class time is limited. Following inclusive learning principles, we used Universal Design for Learning (CAST, 2018) to develop a series of scaffolded tasks that provide students with options to develop their oral communication skills. We used Flipgrid, a free online video discussion platform, to overcome the constraints of limited class time. Since Flipgrid allows responses, we designed a peer feedback component and a standardized rubric that allows teachers to quickly provide mastery-oriented feedback. The tasks and platform were used by 500 students in two communication modules. Students were surveyed on the impact and accessibility of the tasks and platform. The rubric was assessed for its effectiveness and utility. Although students reported reduced anxiety and valued the feedback, surprising limitations surfaced. We will conclude by sharing suggestions for successful implementation.

PARALLEL SPEAKER 12**Monday, 14 March, 2022
11:05 AM – 11:35 AM
(Room 502)****FACTORS INFLUENCING ENGLISH LANGUAGE TEACHERS' SENTIMENTS, ATTITUDES, AND CONCERNS ABOUT INCLUSIVE LANGUAGE EDUCATION**

Davey Young, Sophia University, Japan

Language learning can present a number of unique barriers to students with disabilities, especially those with sensory impairments and/or specific learning difficulties such as dyslexia and ADHD; these barriers can interact with cognitive factors such as working memory and language aptitude, as well as affective factors like foreign language anxiety and motivation (Kormos, 2017). However, many English language teachers (ELTs) have reported feeling unprepared to teach students with disabilities (Hale & Ono, 2019; Smith, 2006; Sowell & Sugisaki, 2020), and such training does not appear to be a common feature in ELT training (Smith, 2008; Stapleton & Shao, 2018). As inclusive education is framed as a human right within the United Nations' Convention on the Rights of Persons with Disabilities, General Comment No. 4, and Sustainable Development Goal 4, educators everywhere have a responsibility to help ensure this right (Graham, 2020; Hunt, 2019). In the field of general education, teachers' perceptions of inclusive education, attitudes towards persons with disabilities, and training in inclusive practices have repeatedly been shown to have a positive impact on teachers' ability to teach inclusively (Boyle et al., 2020; Forlin et al., 2011; Sharma et al., 2008). However, there are no commensurate research inquiries for ELTs. To begin closing this critical research gap, this presentation will report on an investigation using the Sentiments, Attitudes, & Concerns about Inclusive English Language Education Scale, a novel scale created by modifying the Sentiments, Attitudes, and Concerns about Inclusive Education Revised Scale (Forlin et al., 2011). Factor analysis of the survey responses (n = 300) will, for the first time, provide information on the extent to which ELTs' gender, age, type of qualification, and type of training influence their sentiments, attitudes, and concerns about inclusive language education through a case group of postsecondary EFL teachers in Japan.

PARALLEL SPEAKER 13**Monday, 14 March, 2022
11:05 AM – 11:35 AM
(Room 503)****TRANSFORMING YOUR GENERATION Z CLASS WITH TECHNOLOGY MEDIATED TASKS**Visal Sou (Featured Speakers representing CamTESOL), Australian Centre for Education, Cambodia
Panhchaneath Sokheng (Featured Speakers representing CamTESOL), Hiroshima Shudo University, Japan

As the world is evolving, a new generation of students known as Generation Z (Gen Z) emerge, referring to those who were born in an era where technologies and the internet are the necessity of their daily life. This new generation comes with unique characteristics and learning styles in which the traditional teaching strategies are not able to accommodate. To support their learning, especially while classes are running online, choosing the suitable teaching approach and integrating the right technologies play a very crucial role. One of the teaching approaches that is effective for Gen Z learners is Task Based Language Teaching (TBLT) due to its flexible, learner-centered and collaborative nature. This presentation will first highlight the characteristics and learning styles of Gen Z students in Cambodia before introducing the audience to the technologies-mediated tasks where TBLT meets technologies to create a very conducive learning environment for this new generation. The audience will also get to know both the theory as well as the in-class practices of this approach. The presentation will also address the challenges related to the technologies-mediated tasks and provide recommendations for teachers or schools that would like to adopt this approach.

PARALLEL SPEAKER 14**Monday, 14 March, 2022
11:05 AM – 11:35 AM
(Room 504)****EMERGING TEACHER IDENTITIES IN THE POST-COVID-19 ERA: THE CASE OF EXPERT NOVICES**

David Sansom, Macao Polytechnic Institute, Macau

The change in teaching and learning from early 2020 has been sudden, unexpected and significant. In the case of expert teachers, who may have been teaching for 15 or more years and who have developed considerable knowledge and skills to make learning successful, this has been a potentially traumatic experience. Experts in classroom teaching and learning, these teachers had little or no preparation for the

move online. They became novices in the new online context, often with less experience and fewer skills than their more junior colleagues. In effect, they became expert novices. This presentation will report findings from ongoing qualitative research into the identities and attitudes to change of a small group of expert teachers of English in Macau who have been facing the challenges of online teaching and learning. Based on observations, interviews and field notes since March 2020, it will highlight how teachers have responded to continuing challenges. It will also address ways in which these expert novice teachers can be helped, and can help themselves, to bring their real expertise into their online teaching contexts in order to make students' learning as effective as possible.

PARALLEL SPEAKER 15

**Monday, 14 March, 2022
11:05 AM – 11:35 AM
(Paterson Room)**

ARGUMENT-BASED VALIDATION OF A HIGH-STAKES LISTENING TEST IN VIETNAM

Diep Tran, Victoria University of Wellington, New Zealand

Over the past decade, locally produced English tests have been used in Vietnam for high-stakes purposes. Despite their widespread use and profound social impacts, validation research on these local tests has been relatively limited. This paper reports on a study conducted to validate a high-stakes listening test developed and used by a university in Vietnam. Guided by the argument-based framework, the study incorporated both quantitative analysis of test scores and qualitative analysis of test-takers' think-aloud protocols. The results raised concerns about not only the reliability but also construct coverage of the listening test. They established serious doubts about the technical quality of high-stakes English proficiency tests developed and used by different institutions in Vietnam. The study highlighted the need for further validation efforts and effective quality control measures to ensure equity for test-takers all over the country. Insights from the think-aloud protocols had practical implications for the assessment of L2 listening in terms of input text preparation, test format, and item design.

PARALLEL SPEAKER 16

**Monday, 14 March, 2022
11:05 AM – 11:35 AM
(Room 508)**

HOW ELF ONLINE COMMUNICATION AFFECTS JAPANESE STUDENTS' BELIEFS OF ENGLISH

Eiko Ujitani, Nagoya University of Foreign Studies, Japan

Due to the spread of pandemic, online intercultural exchange has been practiced more often than before in the English learning classroom. The impact of online interactions between NNS of English in particular has been investigated in several research studies (Freiermuth & Huang, 2012) and they suggest that students gained confidence and started to perceive English as a means of communication. This preliminary study investigates how online interactions with other NNS of English in my intercultural communication course affect Japanese students' belief of English as a lingua franca. 15 Japanese students and 9 Filipino students participated in an online synchronous course for one semester. In class, students regularly engaged in small group discussions on assigned cultural topics, and, as a final project, they conducted collaborative research about cultural similarities and differences. Data includes questionnaires conducted before and after the online exchange, students' weekly reflection about their intercultural interaction and a final report on their beliefs of English. Quantitative results indicated that students accepted local accent more and regarded grammar less important in intercultural communication. The qualitative data provided an account for quantitative results. This presentation will also discuss pedagogical implications and suggestions.

PARALLEL SPEAKER 17

**Monday, 14 March, 2022
11:40 AM – 12:10 PM
(Auditorium)**

USE OF TECHNOLOGY BY SINGAPORE EDUCATORS TO ENHANCE LEARNING IN LANGUAGE AND LITERACY FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Elizabeth Ow Yeong, National Institute of Education, Singapore

The use of technology in special education helps break the barriers for students with special educational needs and enables educators to exercise higher flexibility and differentiation in educational methodologies. With modern technology, educators can adapt to the needs of their students more easily and are able to choose a number of available learning tactics designed to meet the needs of individual learners. This

exploratory research looks into the use of technology by Singapore educators in the special schools and mainstream schools to enhance support for students with special educational needs in language and literacy. It showcases the technological resources which Singapore educators have found effective in supporting and motivating students with special educational needs in the five language domains for the English language.

PARALLEL SPEAKER 18

**Monday, 14 March, 2022
11:40 AM – 12:10 PM
(Tanglin Room)**

MY RILCA: SCENARIO-BASED MOBILE APPLICATIONS FOR YOUNG DUAL-LANGUAGE LEARNERS

Watcharapol Wiboonysarin (Featured Speaker representing Thailand TESOL), Research Institute for Languages and Cultures of Asia, Mahidol University, Thailand

The purpose of this presentation is to gain insight on critical considerations when developing a scenario-based mobile application (SBMA) for dual-language learners. Its purpose is to use exploratory and confirmatory factor analysis (CFA) to ascertain the factorial structure of the SBMA for young learners in an elementary school setting. To complete the Internet-based questionnaire, 1,040 in-service teachers were recruited using the convenience sampling method. Exploratory factor analysis was used to validate the survey's factorial structures for half of the respondents, and CFA was used to confirm these factorial structures. Through data analysis, the following five factors were discovered: 1) Application Attribute, 2) Lesson Content, 3) Immersive Environment, 4) Learning Strategy, and 5) Instructional Use. A five-factor analysis revealed that the SBMA's five dimensions are distinct ($\chi^2 = 1285.62$ (df = 454, $p = 0.00$), $\chi^2/df = 2.83$, RMSEA = 0.06, SRMR = 0.04, CFI = 0.92, GFI = 0.86, and TLI = 0.88). The findings, which will benefit software engineers, instructional designers, elementary education practitioners, and researchers, shed light on the potential design of SBMA for young dual-language learners.

PARALLEL SPEAKER 19

**Monday, 14 March, 2022
11:40 AM – 12:10 PM
(Room 501)**

THE EMOTIONAL-INTELLECTUAL DISCONNECT IN WRITING: RECONNECTING WITH AFFECTIVE RESPONSES IN THE ENGLISH LANGUAGE CLASSROOM

Gemma Pereira, Cedar Girls' Secondary School, Singapore
Chin Meng Ong, Cedar Girls' Secondary School, Singapore

The works of scholars such as Peter Elbow, Donald Murray and Donald Graves have inspired highly successful programmes like the National Writing Project (NWP). However, many teachers associate the processes movement with more personal forms of writing such as the recount or the narrative. Strategies such as free-writing, listing, looping and the use of mentor texts are commonly seen as antithetical to expository writing. Consequently, the focus of instruction for expository writing is often entirely on the unique rhetorical features of the genre as well as on logic and reasoning. This results in expository pieces which are often stock responses that are lacking in personal voice, and fall short of the stylistic and creative merit which the students have the potential to achieve. Concerned with this emotional and intellectual disconnect and dichotomy in writing instruction, this exploratory study documents attempts to apply strategies from the Singapore Writing Institute (an affiliate of the NWP) to expository writing to bridge the divide. Survey responses and qualitative analysis of student artefacts are initially encouraging, pointing to the merits of explicit design in the classroom to connect the head and the heart even for writing which emphasizes objectivity.

PARALLEL SPEAKER 20

**Monday, 14 March, 2022
11:40 AM – 12:10 PM
(Room 502)**

THE IMPACT OF INTEGRATION OF AI/ICT AND HUMAN INTERACTION DURING THE COVID-19 PANDEMIC

Hiroyuki Obari, Aoyama Gakuin University, Japan

This study focuses on improving cross-cultural communication skills and 21st-century skills to broaden the worldviews for developing intercultural awareness. The participants are nineteen first-year Japanese university students studying English and presentation skills through various topics derived from epistemology and ontology. The students (n=19) deliver many presentations and discussions with digital storytelling

techniques on SDGs, global leadership, AI, cross-cultural quotient about different cultures, Edutec (21st-century skills), and Science and Theology, and PeeErval software is used to assess their presentations and get some feedback through interaction with CCC (Campus Crusade for Christ) members from overseas. In addition, they took the pre-OPic speaking and Versant Speaking tests and will take the post-OPic and Versant speaking tests to check their oral proficiency progress. The online lessons are conducted with zoom, using the following pedagogy: FL (Flipped learning) and TBL (Task-based learning). Throughout the 30-week online program from April 2021 to January 2022, integrating ICT/AI and human dialogue with young CCC people is emphasized to develop higher-order thinking and 21st -century skills with AI. Pre and post questionnaires will be compared to check how students will change their learning with Zoom during the COVID-19 pandemic.

PARALLEL SPEAKER 21

**Monday, 14 March, 2022
11:40 AM – 12:10 PM
(Room 503)**

HOW DOES REMOTE LEARNING AFFECT ENGLISH INSTRUCTORS' MEDIUM OF INSTRUCTION?

Ian Willey, Kagawa University, Japan
Julia Kawamoto, Kagawa University, Japan
Eleanor Carson, Matsuyama University, Japan

English instructors in English as a foreign language (EFL) settings hold differing principles regarding use of the target language (L2) and students' language (L1) in the classroom. During the Covid-19 pandemic, these principles were shaken when many classes shifted online. This Japan-based study aimed to reveal how remote learning affected English instructors' medium of instruction (MOI) through interviews and observations of Zoom lessons. Twelve university English teachers (six Japanese and six non-Japanese) participated in one semi-structured interview and one Zoom class observation. Transcripts of interviews and observations underwent thematic analysis. Interviews revealed that these instructors went through a period of disorientation when first teaching online but through experience they felt they were able to adapt and use the L1 and L2 as they would in face-to-face classes. Class observations showed that the instructors' views on their use of the L1 and L2, as articulated in interviews, largely proved true, though both Japanese and non-Japanese teachers may use their own L2 (English or Japanese) less often than they imagine. Moreover, students may use English less than they would in face-to-face classes. This study has found that English instructors' MOI use may not be significantly altered by remote learning once instructors have become accustomed to the online format; however, students' limited use of English may be the greater concern for EFL teachers and administrators.

PARALLEL SPEAKER 22

**Monday, 14 March, 2022
11:40 AM – 12:10 PM
(Room 504)**

SOCIAL AND EMOTIONAL LEARNING (SEL) CONTRIBUTION TO PRE-SERVICE ENGLISH TEACHERS' IDENTITY

Fika Megawati, Universitas Muhammadiyah Sidoarjo, Indonesia
Nur Mukminatien, Universitas Negeri Malang, Indonesia
Iswahyuni, Universitas Brawijaya, Indonesia

Social and Emotional Learning (SEL) has been believed to contribute to positive professional growth, reduced problems, improved academic achievement among teachers and students. Deeper understanding of how pre-service English teachers obtain insights both in developing teaching skill and social emotional learning can cover five principles in SEL (CASEL, 2016) - self-awareness, self-management, social awareness, relationship skill, and future self- during school-based teaching practice is considered essential to support their professional development. This study aimed to explore how pre-service English teachers in the Indonesian context engage their social emotional learning to construct their identities during their teaching practice in the EFL classroom. This qualitative study involved 15 participants from five different teacher education programs. Semi structured interviews combined with self-reflection reports covering SEL principles were implemented. The findings of the study suggest that pre-service teachers develop and modify their identities through interacting with different socializing factors and experiencing various emotions in their teaching practice in different school settings. The themes can be categorized into pedagogical-related and technological-related contribution. Implications of these findings for teacher professional education and pre-service teacher education are discussed in light of the benefits and possible challenges faced in promoting SEL in ELT.

PARALLEL SPEAKER 23

**Monday, 14 March, 2022
11:40 AM – 12:10 PM
(Paterson Room)**

EXPERIENTIAL LEARNING FOR PRESERVICE TEACHERS - BUILDING GENDER AND CULTURAL AWARENESS WITH CHILDREN'S E-BOOKS

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

Experiential learning has been an important component of teacher education programmes. In addition to the teaching practicum, experiential learning can take place through non-formal education. This presentation introduces a way of engaging volunteer student teachers in non-formal experiential learning activities, which involved the production of children's digital stories that stress equality, cultural awareness and values education. Some previous studies have revealed the presence of overt and covert biases and stereotypes in children's books. If children are constantly exposed to these inequalities, their perceptions of themselves and others will be affected. The major goal of this project is to promote gender equality, cultural respect and positive values among student teachers as well as school children through producing and reading e-books, respectively. The project provided opportunities for participating student teachers to go through an experiential learning cycle, including writing scripts, creating visuals, integrating education technology, designing lesson plans and materials, and trying out the books produced in a local school. During the process, feedback was received from the project supervisor and peers for further revision. Pre-project and post-project surveys were conducted to measure the learning gains of both the participating student teachers and the school learners. Positive learning outcomes were noted.

PARALLEL SPEAKER 24

**Monday, 14 March, 2022
11:40 AM – 12:10 PM
(Room 508)**

VALIDATING A PERFORMANCE ASSESSMENT OF INTERCULTURAL UNDERSTANDING

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

It is axiomatic that technology, globalization, and the increased mobility of people around the world has influenced how second or foreign languages (L2) are acquired and used. As a result, applied linguists are currently grappling with how to define effective L2 use in an ever-changing cultural space (Douglas Fir Group, 2016). Measures of intercultural understanding are an example of a growing body of language testing scholarship focused around defining L2 proficiency as a socio-cognitive process, that is, as the interplay between learner-internal language knowledge and learner-external cultural factors (Mislevy, 2018). The performance assessment described in this presentation used an analytic rubric to assess intercultural understanding socio-cognitively using an interview task. In theory, a high score on this task indicates an examinee's ability to function well in intercultural situations, while a low score indicates the opposite. In this presentation, we report the results of a Many-Facet Rasch Analysis, which allowed us to evaluate whether our interview task could separate students into meaningful categories consistently (Bond & Fox, 2015). The results provide evidence for a unidimensional construct related to intercultural understanding that can be measured using performance assessment.

PARALLEL SPEAKER 25

**Monday, 14 March, 2022
13:10 PM – 13:40 PM
(Auditorium)**

MACHINE TRANSLATION-POWERED MULTILINGUAL SERVICE FOR GOVERNMENT WEBSITES IN JAPAN: A SOCIOLINGUISTIC ANALYSIS

Jie Shi, The National University of Electro-Communications, Japan
Ying Meng, The National University of Electro-Communications, Japan

Japan is striving to become more multilingual and multicultural in the recent decades especially in public domains. Multilingual signs and announcements at stores, train stations or hospitals, etc., are commonplace in the contemporary Japan, which greatly improves the convenience of tourists. For international residents in Japan, however, more timely information of the society is of more compelling importance but is tremendously challenging simply because of the high cost generated from human translation. This study reports an investigation on how 47 Japanese prefectural/provincial and Tokyo metropolitan governments including 23 wards/districts utilize Machine Translation (MT) to provide online multilingual translation service

on their official websites. The results of the investigation show that MT of various kinds are adopted by all administrative websites investigated within the range of 3 and 108. The analysis of the results not only displays the choices of languages and types of MT tools but also reveals the reasons behind the choices of the translation service or software and the languages based on socio-geographical and demographic rationality as well as sociolinguistic perspective of symbolic translation. In addition to the discussion of the deployment of MT, this study offers specific data showing how the fast-growing AI technology plays a crucial role in assisting the creation of a multilingual society.

PARALLEL SPEAKER 26

**Monday, 14 March, 2022
13:10 PM – 13:40 PM
(Tanglin Room)**

LANGUAGE TEST LOCALISATION FOR ACCESS: THE CASE OF BCT-S

Johanna Motteram, British Council, Australia

The British Council Tokyo University of Foreign Studies Speaking Test for Japanese Universities (BCT-S) is a computer delivered test of spoken English language proficiency. The 12-minute test reports candidate proficiency on a scale of 0-50 and with an overall CEFR level in the range A1 to C. BCT-S test items are written in Japan to reflect High School students' context of English language use and are then quality assured by the British Council's Assessment Development Team. As such, BCT-S is a localised test (Weir 2020, Dunlea 2020) for a specific candidate population: students who wish to enter university in Japan. To date, most discussion of language test localisation has focussed on the adaptation of linguistic elements of test items (e.g., Fairbairn and Bellhouse 2020). This paper extends discussion of localisation into adaptations of non-linguistic elements of a language test: specifically, the delivery method, rating processes and score use for university entrance purposes. The localisation has resulted in a test which is valid for use in context (Motteram, Zhou and Negishi 2021), which can be used to sort large groups of test-takers rapidly and reliably, and which supports access to university for diverse candidate groups.

PARALLEL SPEAKER 27

**Monday, 14 March, 2022
13:10 PM – 13:40 PM
(Room 501)**

LEARNING WITH VIRTUAL REALITY: A CASE STUDY OF CHINESE COLLEGE NURSING STUDENTS IN A SIMULATED OPERATING ROOM

Junjie Wu, Shenzhen Technology University, China

As an emerging technology, virtual reality (VR) is now being used in education, particularly with STEM-related learning. However, as with all pedagogical innovation, there is a lack of empirical research on the application of VR in language learning and existing studies generally rely on the use of non-immersive VR tools. In this talk, I shall present how my research team made use of a fully immersive VR system in facilitating language learning for English as a Foreign Language (EFL) nurses. I will also discuss the affordances and constraints of using VR in facilitating student language learning. Based on the preliminary findings, a model for supporting VR-assisted language learning will be put forward at the end of this talk.

PARALLEL SPEAKER 28

**Monday, 14 March, 2022
13:10 PM – 13:40 PM
(Room 502)**

FROM FACE-TO-FACE TO SYNCHRONOUS PRACTICE: EFL STUDENTS' MALL EXPERIENCE FROM A SOCIOCULTURAL PERSPECTIVE

Ka Lon Chan, University of Macau, Macau
Ut Meng Lei, University of Macau, Macau

This research study is a continuation project that looks at how a change of mode from face-to-face to online synchronous discussion influences the effects of speaking practice among a group of EFL students from a sociocultural perspective. Guided by the mediation approach within sociocultural theory (Thorne & Tasker, 2011), Ma (2017) constructed the sociocultural framework and conducted a study about EFL students' mobile-assisted language learning (MALL) experience, emphasizing the mediation among mobile technologies, L2 agencies, and other agents. However, the research lacked a focus of a particular skill. In addition, little has been revealed about the comparison between the effects of traditional face-to-face speaking practice with an online synchronous one. The proposed research took the form of an experimental

study that attempted to address the limitations by focusing particularly on EFL students' speaking skills in face-to-face (F2F) communication and in online synchronous (Syn) communication. 13 EFL university students in Beijing joined a 6-month experiment and were divided into 2 groups: the control group with face-to-face (F2F) mode, and the experimental group with synchronous (Syn) mode. After the first half of the experiment, the control group shifted to synchronous mode like their counterparts. The study featured a mixed-methods approach with coding of practices, questionnaires, open-ended feedback, journals, and a semi-structured interview. Findings revealed that while participants of the two practising modes showed progress in their speaking competence, the F2F group made a bigger progress before the shift of the mode, and the shift brought negative influence to their progress. In terms of peer feedback, participants of the Syn group tended to respond more actively than their F2F counterparts. The presentation concludes with recommendations of which speaking practice mode brings a better outcome based on learners' expectations and their conditions.

PARALLEL SPEAKER 29

**Monday, 14 March, 2022
13:10 PM – 13:40 PM
(Room 503)**

AN ATTEMPT TO REFLECT RFCDC IN LANGUAGE COURSES OF JAPANESE UNIVERSITY

Kahoko Matsumoto, Tokai University, Japan
Takeshi Kitazawa, Tokyo Gakugei University

Reference Framework of Competences of Democratic Culture (hereafter referred to RFCDC) is a new European framework to prepare students as active global citizens in democratic societies by teaching democratic values and attitudes together with knowledge, language skills and critical understanding. Published in 2018, the framework has been widely used in Europe in various subjects at different educational levels. An attempt has been made to reflect or incorporate major descriptors of RFCDC in EAP/ESP courses and some applied linguistic courses at three Japanese universities with a future prospect of including global citizenship education in various language-related subjects. After establishing the original conceptualization and specifications with 3 project members, the piloting was done in 2021, with 8 classes taught by 4 teachers. Students' responses were generally better than those of the same classes of previous semesters, but teachers reported problems such as the misfit between some materials and corresponding descriptors to be achieved as well as the difficulty with a balanced use of domestic and international contents. Based on such feedback, we started the construction of more holistic curriculums involving a multiple number of courses offered in different departments, cumulatively integrating their contents.

PARALLEL SPEAKER 30

**Monday, 14 March, 2022
13:10 PM – 13:40 PM
(Room 504)**

INTERCULTURAL COLLABORATIVE LEARNING ONLINE: HOW THE LEARNERS REFLECTED ON THEIR LEARNING

Kanae Murayama, Ritsumeikan University, Japan

Over the last thirty years, due to the national policies, the number of universities in Japan has been putting a great deal of effort into expanding their overseas networks and producing a variety of intercultural courses to accommodate various students' learning needs.

Since the COVID-19 outbreaks have started, web-based class delivery has been implementing rapidly worldwide. Now, collaborative learning in face-to-face synchronous instructions in class can replace online video conference styles. If the nature of the class consists of collaborative and intercultural learning, the learners in online classes will explore themselves into challenges in their learning processes; therefore, it is worthwhile to examine how the learners in online classes learn from their experiences in class. The presenter will explain a case study of how university students in Japan (N=224) reflected on their learning in online collaborative intercultural courses in AY2020 and AY2021. This presentation focuses on the students' self-reflective short essays and how the students with different language proficiency levels in English and Japanese reflected on their learning under the online and HyFlex courses. Implications for future possibilities of intercultural language education and learner support in the New Normal will be further discussed.

PARALLEL SPEAKER 31

**Monday, 14 March, 2022
13:10 PM – 13:40 PM
(Paterson Room)**

ANALYSIS OF BUSINESS ENGLISH TEXTBOOKS IN SPEECH ACTS AND POLITENESS

Kimiko Koseki, Seijo University, Japan

Pragmatics studies appropriate/inappropriate use of a language in a social context (Taguchi & Roever, 2017). Moreover, “pragmatic failure could be more serious than grammatical errors for L2 users because it could be taken as insensitive or rude (p. 97)” specifically in intercultural context (Thomas, 1983). Therefore, introducing the findings in interlanguage pragmatics and intercultural politeness into L2 teaching is expected (Spencer-Oatey, 2010; Spencer-Oatey & Kadar, 2021). However, pragmatics has seldom been introduced to L2 teaching (Bardovi-Harlig, 2019). As a result, young university graduates struggle in using appropriate English at work (Koseki, 2021). Textbooks are an important source for L2 learners. Therefore, the author analyzed 25 recently published business English textbooks (five course books in CEFR A1-C2 levels) published by three major international publishers in terms of speech acts and politeness. The results showed that only 'suggestions' (68%) and 'requests' (64%) were taught in more than a half of the textbooks. Furthermore, detailed analysis revealed that few textbooks included contextual information such as relationships between interlocutors which is critical in choosing appropriate language in a certain context. In conclusion, more pragmatic entries with contextual information in English textbooks are highly expected to help L2 users in their global work.

PARALLEL SPEAKER 32

**Monday, 14 March, 2022
13:10 PM – 13:40 PM
(Room 508)**

IS FORMATIVE ASSESSMENT CHALLENGING? TEACHER PRACTICES WITHIN SINGAPORE PRIMARY SCHOOLS

Kiren Kaur, National Institute of Education, Singapore

Assessment, especially formative assessment, is an essential aspect in the evaluation of English language learning. It has however been found that teachers are not very confident in practices associated with formative forms of assessment. This session attempts to present recent assessment policy changes within the Singapore context alongside how this affected the enactment practices of six teachers in three primary school types in Singapore. Complexities associated with the enactment of policy will be discussed alongside varied teacher practices associated with formative vs summative assessments. The session will also discuss the complexities associated with the enactment of formative assessment within a cultural context that has largely favoured summative forms of assessments.

INVITED SPEAKERS**INVITED SPEAKER 3**

**Monday, 14 March, 2022
13:50 PM – 14:50 PM
(Auditorium)**

STUDENT CENTRED LEARNING IN LANGUAGE EDUCATION

Willy A Renandya, National Institute of Education, Nanyang Technological University, Singapore

Learning takes place optimally when learners are fully engaged during the learning process, in which they actively construct and co-construct knowledge under the skilful guidance of an effective teacher. This type of learning can happen when educators adopt a student-centred teaching, i.e., an approach that enables the teacher to address the cognitive, affective, kinaesthetic and social needs of the students. In this presentation, I first explain what student centred pedagogy means in the context of teaching in the 21st century, where a huge amount of information is now accessible to both teachers and students. I suggest that a simple transmission model of teaching is no longer tenable. Instead, students need to learn how to access, select and evaluate information and more importantly, learn how self-manage and self-assess their own learning. In the second part, I argue that a student-centred pedagogy requires that the teacher use instructional strategies that spark students' genuine interest and motivation. By focusing more on the motivational aspect of learning, students can be expected to learn more in the classroom and continue learning beyond the classroom.

INVITED SPEAKER 4

Monday, 14 March, 2022
13:50 PM – 14:50 PM
(Tanglin Room)

LINGUISTIC INCLUSIVITY IN BASIC AND HIGHER EDUCATION

Roy Cross (British Council), United Kingdom

My presentation will begin with an account of recent British Council-funded research into English Medium Education in both Higher and Basic Education, continue with a consideration of the questions for education practice that this research (and other research) raises, and conclude with suggested answers to some - not all - of those questions.

INVITED SPEAKER 5

Monday, 14 March, 2022
15:00 PM – 16:00 PM
(Auditorium)

POST COVID-19: FROM RESILIENCE TO SUSTAINABILITY IN LANGUAGE EDUCATION

Hanan Khalifa (Cambridge Assessment English), United Kingdom

Covid-19, a global pandemic, although disruptive, has given educators, decision makers, institutions, and governments a rare chance to accelerate technological innovations in education and change mindsets towards online learning, teaching and assessment which would have normally taken years to accomplish. The journey from response to recovery to sustainability, as a result of the pandemic has led to deeper thinking about what really matters in education. The talk starts with a reflection on common dilemmas which the field has faced during the response and recovery times as well as a reflection on the opportunities COVID-19 has created. The talk will then provide a response to a recurring question that has been on everyone's mind is "what is the future of learning and assessment?" and share some of the best practices for a sustainable future. It will outline key principles when reimagining the future of language learning, teaching and assessment, emerging trends to sustain in the ecology of learning, and implications for participants in language education, namely, policy makers, education leaders, teachers and researchers.

INVITED SPEAKER 6

Monday, 14 March, 2022
15:00 PM – 16:00 PM
(Tanglin Room)

FOCUS ON LANGUAGE BELIEFS: (RE)IMAGINING LANGUAGE EDUCATION THROUGH THE LENS OF DECOLONIALITY

Ruanni Tupas (UOL), UCL Institute of Education, London

In my talk, I argue that all discussion on and work towards innovative, equitable and inclusive language education and language teacher education should be imagined, first and foremost, as building transformative, decolonizing educational infrastructures grounded in the additive, inclusive, and empowered language beliefs of all stakeholders in the teaching and learning of language. Drawing on my research on and engagement with language education and language teacher education in Southeast Asia, especially Singapore, Indonesia, Vietnam and the Philippines, I show how educational policies and classroom practices aimed at explicitly promoting multilingualism and the plurality of English may still avowedly be implicitly and comfortably monolingualist and native-speakerist. Attitudes, beliefs and ideologies in education have been empirically linked with particular levels of teaching effectiveness and learning performance, thus it is important that core language beliefs are examined through the lens of decoloniality, and are placed at the center of projects of innovation, equity and inclusiveness in language education.

PANEL DISCUSSION 1

Monday, 14 March, 2022
16:10 PM - 17:00 PM
(Auditorium)

PANEL TOPIC: REIMAGINING LANGUAGE AND LITERACY EDUCATION IN A POST-PANDEMIC ERA – SUSTAINABILITY, DIGITALISATION, STUDENT-CENTRED LEARNING

Panel: Ruanni Tupas, Hanan Khalifa, Christoph Hafner & Willy Renandya
Moderator: Alvin Pang

PROGRAMME

TUESDAY, 15 MARCH

PARALLEL SESSIONS

PARALLEL SPEAKER 33

**Tuesday, 15 March, 2022
09:00 AM – 09:30 AM
(Auditorium)**

COGNITIVE MODELLING: LEVELLING THE CRITICAL THINKING PLAYING FIELD IN LANGUAGE EDUCATION

Thanasingam Santhakumari, Institute for Adult Learning - Singapore University of Social Sciences, Singapore

Nabeel Albashiry, Institute for Adult Learning - Singapore University of Social Sciences, Singapore

Patricia Hubbard, University of Auckland, New Zealand

Critical thinking (CT), according to the world economic forum, is one of the top 10 marketplace skills required for success in the workplace. It is expected to grow in prominence over the next five years but educators and employers grapple with how to help students cultivate it in today's complex learning environments. Obstacles such as difference in language proficiency and culture, opposing theoretical and pedagogical views, and the tacit nature of CT knowledge are among common reasons that have for a long time hindered the successful cultivation of the skill. In this presentation, we will discuss how the cognitive modelling approach (CMA) was applied to facilitate the cultivation of critical thinking and communication skills in three masters-level courses. We will then report on the impact of the approach using findings from discourse analysis, interviews and conversations with the content experts of the courses. The findings indicate observable improvement in student thinking and writing skills within a short duration. Three categories of thinkers and writers were identified. Students generally felt the approach provided a useful framework to help them read, think, and construct well-structured and critical texts. The approach was effective but needed some tweaking to cater for student differences

PARALLEL SPEAKER 34

**Tuesday, 15 March, 2022
09:00 AM – 09:30 AM
(Tanglin Room)**

INCLUSIVE PRACTICES IN A TRANSNATIONAL MASTER OF ARTS IN TESOL PROGRAMME: A CASE STUDY

Marie Alina Yeo, SEAMEO Regional Language Centre, Singapore

Jonathan Newton, Victoria University of Wellington, New Zealand

English-medium programmes delivered transnationally by institutions from English-speaking countries to students in their home or a third country have the potential to level the playing field by providing access to quality education for teachers from a wider range of backgrounds, especially those who would otherwise not have the resources to study abroad. Yet there is a perception that the experience of transnational students may be 'inferior' or less fulfilling. In this presentation, we report on the impact of a transnational MA TESOL programme for teachers of English from the ASEAN region, delivered by a New Zealand university in partnership with an institution in Singapore. We discuss the reported impact of the program on the professional lives of the teachers and on their English language development. We then identify features of the design and delivery of the program that reflect the principle of inclusivity. This paper offers insights to students enrolled in postgraduate courses, teachers delivering language and content lessons in the medium of English, and administrators involved in setting up and managing transnational programmes.

PARALLEL SPEAKER 35

Tuesday, 15 March, 2022
09:00 AM – 09:30 AM
(Room 501)

COLLEGE STUDENTS' PERCEPTIONS TOWARDS MOBILE DEVICE ASSISTED LANGUAGE LEARNING ON ENGLISH READING

Ming Chang, Mingshin University of Science and Technology, Taiwan

Nowadays, technology has been integrated into English language courses since it is considered to be an effective way to promote language development. Mobile devices such as smart phones have changed the way college students learn because these devices provide a richer learning environment. One commonly used smart phone application, LINE, allows the students to form small groups and share instant messages with each other via the Internet. The interactive nature of the applications is able to engage the learners in conversation and communication. This project will incorporate the smart phone social software, Line Group, to provide the opportunities for the students to work on group interaction and discussion. It is aimed at increasing the students' interests and further enhancing their reading abilities. The findings of the study will play a crucial role in understanding the role Line Group plays in supporting the students to read in English.

PARALLEL SPEAKER 36

Tuesday, 15 March, 2022
09:00 AM – 09:30 AM
(Room 502)

INVESTIGATING METHODS AND MATERIALS THAT FOSTER AUTONOMOUS, LIFELONG LEARNERS

Mitaka Yoneda, Mukogawa Women's University, Japan
Christopher Valvona, Okinawa Christian University, Japan

In this global society, the necessity to communicate in English has become ever more important in Japan, in both business and other parts of life. There is no indication that this will change post-COVID-19, merely that the means of communication will have evolved. However, the presenters have observed that once students graduate from college, many seem to lose motivation to continue learning English. Therefore, the presenters conducted research with English-major college alumni in Japan regarding their language learning after college, and what methods and materials in college had raised their motivation and enabled them to become more autonomous learners. This presentation will demonstrate that certain methods and materials appear to result in greater autonomy, and therefore a greater possibility of continued independent learning after college. The research involved individual and group interviews. The participants were asked how they had learned at college, if and in what ways they had continued learning after graduating, and what they believed had been most effective in college to allow them to do so. It is hoped that this research will help educators and course planners to design curricula that foster graduates to be more capable of engaging in continued language learning after college.

PARALLEL SPEAKER 37

Tuesday, 15 March, 2022
09:00 AM – 09:30 AM
(Room 503)

ATTEMPTING TO EVALUATE AND IMPROVE NON-VERBAL COMMUNICATION SKILLS USING AN ONLINE PLATFORM

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

Most people will agree that successful communication does not just rely on the verbal message but also the non-verbal communication (NVC) (e.g., facial expressions, eye contact, phonetic characteristics, gestures) that goes along with it (Knapp, Hall & Horgan, 2014). Although a lot of research has been conducted by academics, language associations, publishing and testing companies on evaluating speech, less has been done on how teachers, evaluators and students assess NVC. This presentation will outline the development of a NVC assessment rubric, and its effectiveness and sustainability when students in Japan are required to use a video-based online platform, Flipgrid, to communicate online, in response to the worldwide pandemic. A survey conducted at the end of the course showed that 93% of students (n=89) thought that Flipgrid helped them to improve their communication ability and 86% felt that it motivated them to learn how to change their NVC. More student views and results, learning opportunities and future possibilities will be discussed in the presentation.

PARALLEL SPEAKER 38**Tuesday, 15 March, 2022
09:00 AM – 09:30 AM
(Room 504)****LEARNER JOURNAL REFLECTIONS: CLASSROOM INSTRUCTION AND SELF-LED INSIGHTS INTO LISTENING STRATEGY INSTRUCTION**

Naheen Madarbakus-Ring, Nagoya University of Commerce and Business, Japan

Research suggests listening journals help learners attend to their real-time listening difficulties (Chen, 2020). Learners encounter common difficulties, such as time commitments, repeated mistakes, and activities in their L2 listening (Siegel, 2011). Therefore, journals can help learners reflect on their performance and plan their approaches to listening. This presentation outlines 13 self-led and 11 classroom instruction learners' experiences of their respective instruction in a pre-sessional EAP course at a New Zealand university. Learners completed one journal after each of their five TED Talks-based listening lessons. Journal prompts asked learners to reflect on the lesson, the tasks, and their listening goals. The results showed that learners receiving different types of instruction experienced similar listening difficulties. In lesson reflection, learners were positive about their instruction and believed their listening improved. Learners also interacted with each other in self-led instruction and with each other in classroom instruction. In task reflection, all learners prioritised vocabulary activities but reported difficulty in writing notes as they listened. In listening goals, all learners viewed writing notes and prioritising vocabulary as important. The presentation concludes by providing practical listening techniques for educators to use in their own classrooms.

PARALLEL SPEAKER 39**Tuesday, 15 March, 2022
09:00 AM – 09:30 AM
(Paterson Room)****EXPLORING STRATEGIES FOR EFFECTIVE ACADEMIC PRESENTATIONS IN ENGLISH: FROM THE VIEWPOINTS OF NATIVE ENGLISH-SPEAKING SCIENTISTS**

Toyoko Shimamura, Osaka University, Japan

Due to the spread of Covid-19, scientific conferences are now moving to an online and/or hybrid mode. Although this shift has brought various changes to the conferences, speakers still need to follow the basic presentation style that includes both an oral presentation and a discussion session in English. Therefore, it is necessary to be fully prepared for all presentation elements in English, the same as before the covid-19 outbreak. This study focuses on scientific oral presentations and addresses which strategies are utilized as effective in preparation and delivery. The data was collected through expert interviews with five native English-speaking scientists at a prestigious scientific institute in Japan. The modified grounded theory approach was utilized to identify their strategies and beliefs. The results of the analysis revealed the strategies in four categories that includes: storyline, slides, ways to practice and delivery. The category of storyline conceptualizes effective strategies, such as: clearness of research purpose, logical structures, simple start with complicated story later, differentiation between hypothesis and results. The category of slides includes the concepts of: balance between speech and slides, conciseness, and connection of the slides. As for the category of ways to practice, concepts of: feedback from both specialists and non-specialists, enough preparation time, anticipation of difficulties, and understanding contents were found. It was also revealed that intense and varied practice for difficult parts was key. Time management, emphasis, confidence, and intelligibility are identified as concepts of delivery. The educational implications can be applied to ESP (English for specific Purpose) education to improve the skills for effective oral presentations and strategies taught in classroom teaching in universities.

PARALLEL SPEAKER 40**Tuesday, 15 March, 2022
09:00 AM – 09:30 AM
(Room 508)****DO TEST EFFECTS WORK IN IMPROVING STUDENTS' VOCABULARY POWER?**

Naoki Furuhi, Osaka Institute of Technology, Japan

Students' poor achievement in building up vocabulary knowledge leads to insufficient facility in the English language. To encourage them to obtain enough proficiency in English, a vocabulary test was planned to be conducted in each lesson. About seventy university students majoring in information science and technology took part in the study. Their TOEIC score being slightly less than 300 in average, in the end, marked 27.06 points on the revised Vocabulary Levels Test (Nation, 2001), its full score is 50, as of April 2019. Merely three

months later, after fourteen vocabulary tests were done, they, however won 31.56 points on the same test in the last lesson of the semester in July 2019. The results show a significant difference, $t(65) = 4.72$, $p = 1.28 \times 10^{-5}$. Around seventy-four percent of the students boosted their scores. The attempt can be called successful. In comparison, their scores in the same test during their freshman period do not significantly fluctuate. They are going to take a TOEIC in November 2019. Furthermore, similar treatments are to be conducted in the second term ending in January 2020, therefore, the results will also be discussed to see if test effects work in improving students' vocabulary power in this presentation.

INVITED SPEAKERS

INVITED SPEAKER 7

**Tuesday, 15 March, 2022
09:35 AM – 10:35 AM
(Auditorium)**

TRANSLANGUAGING TO EMPOWER: BENEFITS OF INCLUDING DIVERSE MULTILINGUAL REPERTOIRES IN THE CLASSROOM

Corinne Seals, Victoria University of Wellington, New Zealand

Translanguaging (fluid multilingualism) has become a popular topic in the area of language teaching and learning in recent years. However, there is still confusion and concern around what it means to allow diverse multilingual repertoires in the language classroom, with some teachers reporting fears that students will not learn the target language as well or will not engage. This talk will directly address these concerns and others, and offer insights from empirical research studies internationally. In particular, when addressing concerns as well as benefits of translanguaging in the classroom, this talk will focus on the ways in which translanguaging can empower learners from a variety of backgrounds while on their learning journeys. Drawing upon my own extensive research in translanguaging as the founding Director of Translanguaging Aotearoa, I will include a focus on the ways in which classroom translanguaging can empower heritage language speakers and learners, new speakers, and speakers of indigenous languages in both minority language classrooms and English language classrooms (e.g. Seals & Olsen-Reeder, 2019; Seals, Newton, Ash, & Nguyen, 2020; Seals & Olsen-Reeder, 2020; Seals, 2021).

INVITED SPEAKER 8

**Tuesday, 15 March, 2022
09:35 AM – 10:35 AM
(Tanglin Room)**

CURRENT TRENDS IN ENGLISH AS A SUBJECT IN BASIC EDUCATION (ESBE) IN ASEAN

Subhan Zein (British Council), Australian National University, Australia

In this presentation, I report on findings generated from a British Council-funded study on English in basic education (ESBE) in the Association of South East Asian Nations (ASEAN) First, I will show how ASEAN member states have undertaken various reforms focusing on the improvement of teaching facilities, development of national curricula, and enhancement of teachers' competence. Second, I will show how with the inclusion of English as a subject, ASEAN member states struggle for balanced basic education curricula. ASEAN nations implement ESBE policies in the context of complex sociolinguistic situations, with some nations such as Malaysia, the Philippines, Thailand, and Vietnam having more than 100 languages and Indonesia being home to more than 700 languages. Data from the study demonstrate that in all cases in ASEAN, English is either the only foreign language taught in basic education, or it is taught as a compulsory subject alongside other foreign languages which are made elective subjects. This presentation will indicate implications for the inclusion of English in ASEAN basic education curricula.

PARALLEL SESSIONS

PARALLEL SPEAKER 41

Tuesday, 15 March, 2022
10:40 AM – 11:10 AM
(Auditorium)

RETHINKING EFL CONTEXT AND LEARNER AUTONOMY - NEW PARADIGMS OF EFL WRITING INSTRUCTION

Jeongyeon Kim (Featured Speaker representing KATE), Ulsan National Institute of Science and Technology, South Korea

To date, studies of English as a foreign language (EFL) learners' motivational regulation have centered on traditional classroom settings with little consideration of context. Given the sudden transition to a full-scale online education since 2020, this study investigates the dynamic work of contextual factors contingent on videoconferencing-based EFL writing courses as shown in the ways tertiary-level Korean EFL writers regulate their motivation. These students' responses are further contrasted with their instructors' views on EFL videoconferencing-based writing instruction and a campus-wide English-medium instruction (EMI) policy. A mixed method was employed to analyze the questionnaire responses of 280 students from two Korean engineering universities and the interviews with eight students and ten instructors. Analyses revealed that the learners' uses of motivational regulation varied by proficiency levels. For example, their uses of instructor feedback and text processing, two prevalent strategies, significantly correlated with the contextual factors in the advanced group. The beginner group disfavored the videoconferencing platform the most, expressing a need for asynchronous programs. Notably, these overt differences in situated learner autonomy were hardly noticed nor problematized by the instructors. The findings are discussed to highlight EFL learner autonomy to be fostered in the post-pandemic era.

PARALLEL SPEAKER 42

Tuesday, 15 March, 2022
10:40 AM – 11:10 AM
(Tanglin Room)

PRAGMATIC FEATURES OF JAPANESE RETURNEES' SPEECH ACT PERFORMANCE IN ENGLISH

Naoko Osuka, Meiji University, Japan
Yuki Hino, Meiji University, Japan

This study aims to investigate the pragmatic features of Japanese returnees' speech act performance in English. The returnee participants are 19 Japanese college students who received English education abroad for 3 to 11 years (REs). During the sojourn, they used English at school and spoke Japanese at home, that is, they are bilingual and bicultural. The data were collected through the Oral Computer-Animated Production Tasks (CAPT). The CAPT contains 15 situations, including requests, refusals, apologies, thanking, response to compliment, and giving advice. Those situations were chosen from previous studies which reported different pragmatic features between English native speakers and Japanese learners of English. The REs' production data were compared with those of 14 English native speakers (NEs) and 15 Japanese learners of English (JEs) according to criteria of each situation, such as particular forms, modifications, and pragmatic routines. The results have revealed that the REs' speech act performance is similar to that of NEs in some situations while it is close to that of JEs in other situations, probably depending on the amount of their exposure to those situations during the sojourn. Further examination suggests that the length of stay is one of key factors which affect returnees' pragmatic features.

PARALLEL SPEAKER 43

Tuesday, 15 March, 2022
10:40 AM – 11:10 AM
(Room 501)
[WITHDRAWN]

VALUE ORIENTATION OF CHINA'S ENGLISH TEXTBOOKS FROM THE PERSPECTIVE OF INTERNATIONAL UNDERSTANDING

Ping Liu, The Education University of Hong Kong, China

To cope with the conflicts and collisions between different races, countries, and cultures, UNESCO first proposed the concept of Education of International Understanding (EIU) in 1946. EIU aims to call on all countries to correctly understand and deal with international issues such as economic competition and cooperation, ecological environment, multicultural coexistence, peace, and development, as well as

cultivation of global citizens. Foreign language education, which intertwines language and culture, is considered an important medium for the development of positive values and international understanding among the younger generation. Language textbooks, which determine what students learn, play a key role in this respect. However, there has been scant attention to the examination of the value orientation related to international understanding in the English language textbooks published in China, despite the rapid expansion of English education there in these few decades. To fill this gap, this study, which involves multimodal critical discourse analysis, compares two very popular series of high school English language textbooks published in China in the 1990s and 2010s. The study aims to reveal what values related to international understanding are portrayed in the textbooks and whether there has been any change in the value orientation over these two decades.

PARALLEL SPEAKER 44

**Tuesday, 15 March, 2022
10:40 AM – 11:10 AM
(Room 502)**

ON THE AFFORDANCES OF CONCORDANCES

Oliver Ballance, Massey University, New Zealand

There has been an exponential increase in research on concordancing for language learning with the majority of papers reporting positive findings. Yet the number of teachers and learners that are making use of concordancing remains negligible. This presentation addresses this apparent contradiction by presenting a typology of the language learning affordances offered by concordancers. The paper synthesizes the empirical and theoretical literature on data-driven learning and draws upon recent empirical studies of concordancing (Ballance, 2016, 2017, 2021; Ballance and Coxhead, 2020). Previous discussion of the affordances of concordances has been at the level of concordances and macro-level educational theory (Flowerdew, 2015). This paper discusses the affordances of concordances from the perspective of pedagogical practice, identifying three main categories of affordance: concordances as a research tool, concordances as source of concentrated input text, and concordances as an index to ad hoc language learning resources. The paper presents a framework for assessing the potential value of concordances in relation to teachers' and learners' contexts.

PARALLEL SPEAKER 45

**Tuesday, 15 March, 2022
10:40 AM – 11:10 AM
(Room 503)**

NARRATIVES OF NATIONHOOD FOR INCLUSIVITY IN A MULTI-ETHNIC SOCIETY: THE CASE OF ETHNIC REPRESENTATION IN MALAYSIAN PRIMARY 5 ENGLISH LANGUAGE TEXTBOOKS FROM 1968-2015

Ngee Derk Tiong, University of Cambridge, Malaysia

The question of ethnic representation in textbooks has been a topic of concern for both analysts and educational stakeholders, raising questions about their suitability for the country's plural and multi-ethnic population. In this paper, we present a study analysing Malaysian Primary 5 English language textbooks published from 1968 to 2015, focussing specifically on ethnic representation(s) and how they change over time in these texts. We conducted content analyses of the seven national textbooks published over the period, which we argue reveal mixed messages in ethnic representation: although on the surface there is celebration of diverse ethnic and religious practices, this coexisted with problematic erasures and marginalisations of various groups. The problematic M-C-I (Malay, Chinese, Indian) formulation is favoured in these texts despite mapping poorly onto East Malaysian demographics, and rendering non-MCI groups across the country invisible. Malay portrayals were particularly dominant, frequently the only ethnic group with role model characters in the texts. Chronologically, we identify three distinct phases that project different models of ethnic representation: ethnic erasure (1968, 1973, 1979), a proliferation of ethnic-ness (1997, 1999, 2012) and finally what we argue are the beginnings of a "Malaysian" narrative (2015), marking a shift towards greater inclusion despite the residue of the problematic patterns from earlier phases. The study offers an empirical contribution to debates on ethnic representation in Malaysian education, as encoded in locally-produced English-language textbooks. We argue that the Malaysian case, embedded within its peculiar post-colonial, socio-historical conditions, speaks to the challenging task of designing genuinely inclusive education in a multi-ethnic society, a task with its attendant pitfalls and possibilities.

PARALLEL SPEAKER 46

**Tuesday, 15 March, 2022
10:40 AM – 11:10 AM
(Room 504)**

INTEGRATING QUIZZZ APPLICATION IN FORMATIVE ASSESSMENT TO INCREASE THE ACHIEVEMENT OF STUDENTS

Princess Grace Kim, Dagupan City National High School, Philippines

Assessment is the process of measuring the progress of the students in a particular content area or competency both in the old and new normal learning. The result of the assessment is the basis of teachers in profiling students in their mastery of the lesson and acquired skills and competencies. Due to the challenges in distance learning brought by the CoVid-19 pandemic and students' preference, online formative assessment is highly considered. The purpose of this experimental research is to find an effective way of administering the assessment in the new normal to increase the achievement scores and maximize the learning of the Grade 12 HUMSS students of DCNHS. This study focuses on formative assessment using online, interactive and gamified application Quizizz. This study utilizes a 50-item teacher-made Pretest and Posttest administered to both the control and experimental groups. A series Of 10-item formative assessments are employed to the experimental group using the Quizizz application. The results showed that integrating application in the formative assessment is found to be more effective in increasing students' achievement than no integration at all. It is recommended that the intervention be adopted and utilized by the teachers.

PARALLEL SPEAKER 47

**Tuesday, 15 March, 2022
10:40 AM – 11:10 AM
(Paterson Room)**

ACADEMIC RESILIENCE IN ONLINE LANGUAGE TEACHING IN THE COVID-19 PANDEMIC: THE PERSPECTIVES OF CHINESE COLLEGE STUDENTS

Qianwen Joyce Yu, City University of Hong Kong, China
Qing Huang, School of Foreign Languages, Huizhou University, Huizhou, Guangdong, China

The ongoing COVID-19 pandemic has significantly disrupted the instructional delivery of higher education institutions, with online teaching being implemented suddenly and unprecedentedly. Recent evidence suggests that this urgent move to distance education presents considerable challenges to students, leading to increasing concern over their academic resilience, and physical and mental well-being during the crisis. This study aims to investigate how Chinese college students cope with online teaching, focusing on the essential resilience strategies they adopt to overcome the academic difficulties. Semi-structured interviews were conducted with 32 college students from mainland China, who had attended over 20 online sessions in 2020. The data were analyzed using ground theory building and constant comparing method. This study contributes to the understanding of students' resilience in achieving academic success in times of crisis. Drawing on student perspective, the findings are expected to invite new thinking on support services aimed at helping students tackling unique challenges and enhancing resilience, and to respond to calls for fostering future online pedagogical development.

PARALLEL SPEAKER 48

**Tuesday, 15 March, 2022
10:40 AM – 11:10 AM
(Room 508)**

HOW ENGLISH AND ICT CAN EXCLUDE LEARNERS IN LOW-INCOME COUNTRIES

Ram Giri, Monash University, Australia

Exclusion in education based on language operates at multiple levels. Learners of diverse ethno-linguistic backgrounds often have to learn through English and are pushed further down the learning ladder if they also have to access education through ICT. The presentation explores marginalized children's lived experiences in accessing education through English and ICT. Based on a multinational qualitative study, the paper reports on their barriers to learning.

PARALLEL SPEAKER 49

**Tuesday, 15 March, 2022
11:15 AM – 11:45 AM
(Auditorium)**

REPRODUCING INEQUALITY WHILE CELEBRATING DIVERSITY: AN ETHNOGRAPHY OF INTERNATIONAL STUDENTS' EMI LEARNING EXPERIENCES IN CHINA

Yawen Han (Featured Speaker representing 21st Century English Education Media – China Daily), Southeast University, China

The adoption of EMI has gained remarkable popularity in China as a result of the unprecedented globalisation of higher education. International students have mushroomed in Chinese universities and are celebrated as part of soft power projection to extend China's global impact. Despite these welcoming discourses of diversity, international students in EMI programs experience significant exclusion and inequality. The existing studies mainly focus on international students' EMI programs in China's metropolitan cities. It still remains unknown how EMI programs might be implemented in China's peripheral regions. Informed by Piller's concept of "monolingual ways of seeing multilingualism" (2016), this study explores the incorporation and EMI learning outcomes of international students at a university in China's Southwest borderland. The in-depth interviews and ethnographic classroom observation reveal that English proficiency is seen as the prerequisite for EMI and linguistic capital for individuals; many optimistically envisioned benefits of EMI only serve the privileged; English embedded in EMI courses further marginalizes those who have a lack of the linguistic capital. EMI policy in China's higher education tends to perpetrate and accentuate educational inequalities despite celebratory diversity discourses. The study suggests that it is imperative to tackle the structural challenges confronting international students' EMI programs in China.

PARALLEL SPEAKER 50

**Tuesday, 15 March, 2022
11:15 AM – 11:45 AM
(Tanglin Room)**

DEVELOPMENT OF ONLINE LESSONS FOR WORK IN THE HOSPITALITY INDUSTRY

Salinda Phopayak, Nakhon Pathom Rajabhat University, Thailand

This study aimed to develop and determine the effectiveness of online lessons on English for work in the hospitality industry and investigate learners' learning abilities before and after employing the online lessons. In addition, the research explored the learners' opinions toward the online lessons. The sample consists of laborers and entrepreneurs working in the hospitality industry in Thailand. The instruments used were the Online Lessons, an achievement test, and questionnaires on learners' opinions. The paired sample t-test was used to analyze the learners' achievement on learning before and after using the online lessons; the mean and standard deviation of items were used to evaluate the learners' opinions toward the online lessons constructed. The results revealed that the efficiency score of the Online Lessons was higher than the expected criterion. Also, the learners' ability at the 0.05 level, and the learners' opinions toward the online lessons constructed were generally high.

PARALLEL SPEAKER 51

**Tuesday, 15 March, 2022
11:15 AM – 11:45 AM
(Room 501)**

ENHANCING JAPANESE STUDENTS' MOTIVATION AND LANGUAGE PROFICIENCY IN CLIL IN A LONGITUDINAL STUDY

Rieko Nishida, Osaka University, Japan

The present research focuses on how students' proficiency, intrinsic motivation, future L2 self, English motivation intensity and perceived communication competency would change during a semester implementation of Content and Language Integrated Learning (CLIL) for Japanese tertiary students. The study was conducted in the year of 2018-2019 in the classroom settings. 249 students, aged between 19 and 21 years old, participated in the study. The proficiency test called Computerized Assessment System for English Communication (CASEC) was administered to students to measure students' listening, grammar and reading abilities, and also the questionnaire was administered to students. For the statistical analyses, descriptive statistics, repeated measurement of analysis of variance (ANOVA) and cluster analysis were conducted to see how students' proficiency, motivation and communication competency would change during one semester. In addition, in order to explore students' motivational fluctuations over a fifteen-week period utilizing a retrospective approach by listening to students' voices, they were asked to fill out a graph called

the Motigraph. The study found out that students' proficiency increases toward the end of semester, though the study results did not have statistical significance, and also students seemed to show increasing tendencies in motivation and competency by the semester implementation of CLIL. In the Motigraph, students' motivational fluctuations showed increasing tendencies in motivational intensity around Week 8 and Week 15. This corresponds to the introduction of the CLIL research presentation on Week 7 and Week 8, and Week 14 and Week 15. The study concluded that CLIL has a positive impact on students and is one possible way to empower them in their language learning in the Japanese context.

PARALLEL SPEAKER 52

**Tuesday, 15 March, 2022
11:15 AM – 11:45 AM
(Room 502)**

THE EFFECT OF ONLINE PEER ASSESSMENT ON LEARNER AUTONOMY IN SPEAKING ENGLISH

Liya Liu, Huazhong Agricultural University, China

A considerable number of studies revealed positive impact of peer assessment on learner autonomy (LA) in boosting learners' self-regulation ability, independence on teachers and confidence in English learning (Lee, 2016; Shen et al., 2019; Xiang et al., 2021). However, not much research examined the effect of online peer assessment on LA in speaking English in a post Covid-19 era. The current paper reports a one-semester intervention study exploring the possible effect of online peer assessment upon LA in speaking English. 70 non-English major sophomores in a university of China were placed into the control and experiment classes respectively. Both online peer assessment and teacher's feedback were employed in the experimental group while only teacher's feedback was given in the control group. The T-test analysis indicates no positive effect of online peer assessment on LA with significantly increased learner dependence on teacher. However, learners from the control group showed positive changes in learning strategies. They are much clearer in the understanding of the range-finder and the ways in improving their speaking. These findings imply that more targeted and sustainable pedagogical actions are in need to facilitate LA in speaking English after pinpointing students' speaking proficiency by online peer assessment.

PARALLEL SPEAKER 53

**Tuesday, 15 March, 2022
11:15 AM – 11:45 AM
(Room 503)**

ASSISTING AND MEDIATING INTERACTION DURING SYNCHRONOUS ONLINE LANGUAGE LESSONS

Benjamin Luke Moorhouse, Hong Kong Baptist University, Hong Kong
Lillian L.C. Wong, The University of Hong Kong, Hong Kong

This paper reports on a five-stage research-cum-professional development project designed to explore how teachers use interaction mediated through technology in university level synchronous online language lessons (SOLLS) in Hong Kong to assist language learning while also supporting the professional development of the participants. The synchronous online teaching environment is distinctly different from the in-person classroom and teachers require different and additional competencies to effectively utilize interaction online in real time. The three competencies of e-CIC, or classroom interactional competence in synchronous online contexts, are used as an analytical framework for the study. Participants included five university level English language teachers from three universities in Hong Kong. The study expands our understanding of teacher digital literacies in the context of SOLLS. In particular, our data characterise and exemplify those competencies needed to assist and mediate interaction in the synchronous online classroom, and, by default, maximise language learning and learning opportunity. We propose that by improving their online interactional competency, teachers will be well-placed to not only help language learners achieve their learning goals, but facilitate their acquisition of specific competencies needed for communicating and meaning-making in synchronous online settings.

PARALLEL SPEAKER 54

**Tuesday, 15 March, 2022
11:15 AM – 11:45 AM
(Room 504)**

APPLICATION OF ELO RATING SYSTEM TO SMALL-CLASS-SIZED ACHIEVEMENT TESTS

Sei Sumi, Kwansai Gakuin University, Japan
Tomomi Sumi, Kwansai Gakuin University, Japan

In this presentation, we present a new item response model and apply it to develop an automated test maker (ATM), which makes it possible to automatically generate a set of multiple-choice questions, reading comprehension tests, and computer adaptive tests under certain conditions. English education in Japanese universities has undergone significant changes. Commercialized standardized test scores are likely to be perceived with greater value than educational outcomes detailed in the original syllabi. However, there are major purpose and construct differences between standardized tests and educational attainments measured by in-class achievement tests. To close the gap, we developed an automated test maker that generates achievement tests with standardized scores. In general, item response models are utilized to estimate standardized scores. However, the calibration procedure is time-consuming, expensive, and burdensome. Additionally, the sparse number of test takers and available items at any one time made stable calibration difficult. To alleviate these difficulties, we proposed the Elo rating system as an alternative scaling method and investigated the effectiveness of its use for small-class-sized achievement tests by comparing item response theory-based calibration methods.

PARALLEL SPEAKER 55

**Tuesday, 15 March, 2022
11:15 AM – 11:45 AM
(Paterson Room)**

CONCEPTUALIZING AND MEASURING EFL SPEAKING COMMUNICATIVE ADEQUACY FOR JAPANESE UNIVERSITY STUDENTS

Shzh-chen Nancy Lee, Osaka University, Japan
Chie Ogawa, Kyoto Sangyo University, Japan

In the field of Task-based language teaching (TBLT), researchers in the past three decades often measured second language (L2) speaking proficiency in terms of three constructs: complexity, accuracy, and fluency (CAF) (Ellis & Barkhuizen, 2005; Norris & Ortega, 2009). However, the measurement of second language (L2) speaking proficiency remains controversial because it varies depending on the objectives of the speakers and the contexts in which they are in (Housen & Kuiken, 2009; Norris & Ortega, 2009). Therefore, communicative adequacy is argued to be another measurement of speaking proficiency because it evaluates the degree to which speakers are successful in achieving the objective of their speaking task (Pallotti, 2009). However, similar to the previous CAF triad, the measurement of communicative adequacy is not without criticisms because the evaluation criteria for assessing the overall speaking performance of learners and the contribution of each criterion towards the overall evaluation remain controversial. This study aims to conceptualize EFL communicative adequacy and to develop rater evaluation rubrics for measuring the speaking performance of Japanese university students.

PARALLEL SPEAKER 56

**Tuesday, 15 March, 2022
11:15 AM – 11:45 AM
(Room 508)**

EFFECTS OF VIDEOCONFERENCING AND THE CONTINUATION OF VIDEO DISCUSSION PLATFORM ON INTERNATIONAL POSTURE

Sho Kobayashi, Osaka Kyoiku University, Japan
Kanako Tabuchi, Sakainishi High School, Osaka, Japan

The purpose of this study was to explore the International Posture after experiencing (1) videoconferencing technology and (2) the continuation of an online video discussion platform after videoconferencing. Participants were divided into a Synchronous Computer-Mediated Communication (SCMC) group and a SCMC and Asynchronous Computer-Mediated Communication (ACMC) treatment group. Data were collected using a 28-item questionnaire on International Posture. It was a pre-existing questionnaire developed for the Japanese context and was administered to 158 senior high school students before and after lessons. Open-ended responses and participant reflections were analyzed using the co-occurrence network of words framework of a KH coder. Results showed that there was no significant effect on enhancing

International Posture of participants when experiencing a single use of videoconferencing technology. However, when compared to the SCMC group, the International Posture of the treatment group improved significantly when an online video discussion platform was added. In addition, positive communication experiences with cross-cultural partners led to a higher level of International Posture and learning motivation. These findings suggest that a combination of SCMC and ACMC may enhance International Posture.

PARALLEL SPEAKER 57

**Tuesday, 15 March, 2022
11:50 AM – 12:20 PM
(Auditorium)**

**PROJECT-BASED LEARNING FOR ACADEMIC LANGUAGE DEVELOPMENT IN EMI CLASSROOMS:
A MODEL**

Yen-hui Lu, Chung Yuan Christian University, Taiwan
Marie Alina Yeo, SEAMEO Regional Language Centre, Singapore

Research on English as a medium of instruction (EMI) has shown the need to teach academic language explicitly to reduce the gap between learners from different socio-economic backgrounds. This study integrates seven key principles of project-based learning (PBL) and four key elements of content and language integrated learning (CLIL) into a promising model of academic language development. The presenters will first review literature addressing the importance of academic language in the development of language and content in academic disciplines. Then, the presenters will illustrate the PBL-in-CLIL model and explain how to embed language strategies for developing academic language. Finally, the presenters will describe and evaluate the implementation of this model in a multidisciplinary EMI course at a university in Taiwan. This presentation will be of value to teachers involved in delivering English as well as content lessons to first and second language learners by providing a theoretically-sound practical model for application in the classroom.

PARALLEL SPEAKER 58

**Tuesday, 15 March, 2022
11:50 AM – 12:20 PM
(Tanglin Room)**

CALL AND SPEAKING FEEDBACK

Simon Wilkins, Tokai University, Japan

This research used interactive videos to provide students with teacher feedback on their speaking, utilizing H5P software on the Moodle LMS platform. H5P software is available as an open-source plugin on the Moodle LMS. H5P interactive videos are an HTML5-based interactive video content type allowing users to add informational resources and other types of interactions to video files using only a web browser. Videos may be enriched with interactivities like explanations, pictures, links and audio files. The efficacy of this mode of feedback was investigated via a rigorous process of action research. Both qualitative and quantitative data were collected, analysed and triangulated via an emic perspective, with qualitative data analysed inductively and quantitative data analysed via the Rasch model. The presentation will summarize the main research and findings and offer other teachers information on accessing the software and using the feedback process themselves.

PARALLEL SPEAKER 59

**Tuesday, 15 March, 2022
11:50 AM – 12:20 PM
(Room 501)**

UTILIZING ENGLISH LOANWORDS IN JAPANESE AS A MEANS OF IMPROVING ENGLISH SKILLS

Sumie Akutsu, Toyo University, Japan

The Japanese language has an extensive history of adopting words from foreign languages. These "loanwords" are an increasingly significant component of the Japanese language. While most standard loanwords entering the Japanese language have come from the English language (Daulton, 2011), a variety of new examples are constantly appearing in the news, advertising, games and politics, which means loanwords are also an integral part of major socio-economic functions. For learners of English with L1 being Japanese, however, loanwords can be a source of potential frustration due to their linguistic and phonetical aspects (Carroll 1992; Daulton 1998). This study aims to examine how loanwords can be better targeted and utilized in order to increase students' English writing skills by analyzing how these words can be a source of trouble for Japanese learners of English. To investigate the current issues with loanword usage, an analysis

was made of English learners' written works, and a follow up interview was conducted with selected learners. The results showed there are benefits to having a wider range of loanword vocabulary knowledge, while learners of English are not necessarily aware of the differences in meaning between the language of origin and the foreign loanwords in Japanese. This paper suggests that raising Japanese students' awareness of loanwords in Japanese, with an emphasis on linguistic differences, can be an effective means to help students improve their writing skills in English.

PARALLEL SPEAKER 60

**Tuesday, 15 March, 2022
11:50 AM – 12:20 PM
(Room 502)**

PLURILINGUALISM AND INCLUSIVE EDUCATION IN NEP 2020 IN INDIA: INSIGHTS AND CHALLENGES

Suman Luhach, Bennett University, India

The revised three-language formula in the National Education Policy (NEP) 2020 of India envisions enhanced flexibility and non-interference in the selection of languages of instruction as well as additional languages by different state governments in India. NEP 2020 grants autonomy to the states that apparently involves certain benefits in the forms of equity, inclusion, and emphasis on students' conceptual and critical learning abilities through their native language in the formative years of their school education. This paper discusses a few transformational challenges that will entail the benefits of instruction in native languages such as the availability of regional language instructors, teacher training, and translation of textbooks into different languages. The paper also examines the practicality of implementation of the revised three-language formula and the prospects of promotion of plurilingualism in a multilingual nation. The nuances of plurilingualism like pluricultural competence, tolerance, and the ability to comfortably switch to different languages are analysed to understand the impact of NEP 2020.

PARALLEL SPEAKER 61

**Tuesday, 15 March, 2022
11:50 AM – 12:20 PM
(Room 503)**

NARRATIVE INQUIRY INTO ALT IDENTITY

Takaaki Hiratsuka, Ryukoku University, Japan

For over three decades, hundreds of thousands of foreign nationals have set foot on Japanese soil as foreign assistant language teachers (ALTs) through the government-sponsored Japan Exchange and Teaching (JET) program. The job of the ALTs is to teach English in elementary and secondary schools, in tandem with Japanese teachers of English (JTEs). Although there is an apparent need for scrutiny of the lived experiences of ALTs in their situated contexts, empirical discussion and research addressing them have been remarkably insufficient, as previous studies have focused primarily on the advantages and shortcomings of individual teachers and the characteristics of their team-teaching practices. Against this backdrop, the study on which this presentation is based explored, via narrative interviews, the identities and their constructions of 25 ALTs in the JET program. It is of critical importance to understand the complexities of ALT identity because how we view ourselves, how we project ourselves to others, and how others perceive us impact all aspects of our professional and private lives, including our beliefs, emotions, development, and practices. The findings revealed that the gestalt of ALT identity is comprised of two primary categories, foreigner identity and dabbler identity, and their six incumbent sub-identities (i.e., celebrity, sojourner, English expert, assistant, greenhorn, and Japanese novice). The presentation concludes with implications for teacher education and identity research.

PARALLEL SPEAKER 62

**Tuesday, 15 March, 2022
11:50 AM – 12:20 PM
(Room 504)**

ONLINE LEARNING AND TEACHING: A CASE STUDY OF A LANGUAGE SCHOOL

Thi Nhi Tran, The University of Newcastle, Australia
Thi My Line Nguyen, The University of Newcastle, Australia

Due to the Covid-19 pandemic, many schools around the world have switched to online instruction. However, the efficacy of this mode of delivery is still in question, particularly in language classes that require a lot of interaction between teachers and students, and between students themselves. To investigate the facilitators

and impediments to the organization of online classes at a foreign language college in Vietnam, we conducted a survey with the faculty and interviews with some teachers and students, examining their experiences in the transition from traditional to online learning and teaching. The findings of my study revealed that, while the teachers did not encounter significant difficulties as a result of the school's preparation and support, there were numerous obstacles that prevented the students from engaging in learning. Inaccessibility of devices, poor internet connection, lack of computer skills, and loss of motivation were common issues. Students from economically and geographically disadvantaged areas faced more difficulties. The research data also revealed some novel techniques used by the interviewed teachers to increase students' engagement in learning both during and after online classes.

PARALLEL SPEAKER 63

**Tuesday, 15 March, 2022
11:50 AM – 12:20 PM
(Paterson Room)**

DATA MINING APPROACH TO ASSESSING LEXICAL SOPHISTICATION IN JAPANESE EFL LEARNERS' WRITINGS

Takeshi Kato, University of Tsukuba, Japan

Lexical sophistication (LS) is acknowledged as an important component of writing proficiency. Recent studies have suggested that the construct has multi-dimensional nature (e.g., Kim, Crossley, & Kyle, 2018); in addition to word frequency, various sub-concepts and linguistic features are proposed. Although the suggestion has provided novel insights into the study of L2 development, it is necessary to link them to L2 writing assessment practice. To fill the gap, this study investigates developmental patterns of LS in written data from Japanese EFL learners at different proficiency levels (from CEFR A1 to C1). By utilizing the Tool for Automatic Analysis of Lexical Sophistication (Kyle & Crossley, 2015), 29 LS features were computed from 9,945 essays. Then, the two methods of data mining, (i) principal component analysis and (ii) random forest, were conducted; the former was performed to understand how many sub-components consist of LS; the latter was conducted to clarify which LS features contribute to learners' essay qualities. The results indicated that LS is comprised of three sub-concepts (i.e., cognitive load, multi-word knowledge, and semantic specificity) and features of multi-word knowledge consistently contribute to the development of LS and writing quality. Based on the findings, the implications for L2 writing assessment will be discussed.

PARALLEL SPEAKER 64

**Tuesday, 15 March, 2022
11:50 AM – 12:20 PM
(Room 508)**

JAPANESE STUDENTS' MISCONCEPTION: ENGLISH DOES NOT HAVE POLITE EXPRESSIONS

Tomoko Sugihashi, Showa Women's University, Japan

The presenter discusses Japanese EFL students' misconceptions of politeness in English and the levels of formality that arose from a business email writing activity in her class with the third and fourth-year college students. Students were assigned to write a collaborative email in English to explain a delay in data collection and to suggest to a senior teacher to postpone a business trip. The outcome seems to imply that students failed to comprehend the impact of the schedule change and misunderstood the level of politeness required in the target culture. The presenter suggests the failure may arise from the pragmatic differences between Japanese and English. The Japanese language has systematic honorifics while English does not, so students may think that English lacks polite expressions and that people communicate directly, even to people in senior positions. The presenter also assigned the same email writing activity in Japanese to the first-year students to see if the misconceptions arose from the difference in language use. A comparison of the two emails will be presented and the presenter will discuss further politeness in the two languages in view of cultural aspects.

PARALLEL SPEAKER 65

Tuesday, 15 March, 2022
13:25 PM – 13:55 PM
(Auditorium)

INVESTIGATING THE LEXICON OF TEXTBOOKS USING MULTIPLE WORD LISTS

Stuart Benson, University of Aizu, Japan

Naheen Madarbakus-Ring, Nagoya University of Commerce and Business, Japan

The popularity of using textbooks in second language programmes in tertiary-level institutions around the world continues to grow. Textbooks offer teachers support in their teaching using accessible materials and clear instruction. Additionally, learners are guided by familiar lesson frameworks (e.g., beginning, middle, end) to guide their independent study (Swales, 1986). However, with more research suggesting textbooks are not adequately covering the most important vocabulary for learners (Folse, 2004, O'Loughlin, 2012), further analysis is needed to ascertain the lexicon of textbooks, the suitability for specific learners, and measures to assist teachers and learners in the language classroom. This study investigates the lexicon of a commercially published and in-house ELT textbook using a general and context-specific word list. The preliminary results outline the vocabulary load of each textbook, followed by a lexical analysis of each unit. Analysis conducted using a general word list shows the lexical demands on second language learners. Additional vocabulary analysis using the context-specific word list identifies whether the textbook is suitable for learners in that context. Finally pedagogical implications of the analysis will be discussed.

PARALLEL SPEAKER 66

Tuesday, 15 March, 2022
13:25 PM – 13:55 PM
(Tanglin Room)

CALIBRATION OF THE MALAYSIAN LANGUAGE ASSESSMENT LITERACY INDEX TO THE POST-PANDEMIC ERA

Vahid Nimehchisalem, Universiti Putra Malaysia, Malaysia

Xiao Xie, Universiti Putra Malaysia, Malaysia

Language assessment literacy is a relatively new area that has given birth to many new instruments that enable researchers and policymakers to measure pre-service and in-service language teachers' literacy. We completed one such project whose output was the Malaysian Language Assessment Literacy Index. However, the conclusion of the project coincided with the pandemic which necessitated further calibration of the instrument to make it relevant to the current teaching-testing settings. In this presentation, we will review the development and assessment process of the developed instrument. The index is based on Taylor's (2013) framework and consists of nine domains, namely 'core criteria of language assessment', 'language testing approaches', 'language assessment', 'measurement skills', 'personal beliefs', 'local practices', 'designing assessments', 'language assessment methodologies', 'technical skills', 'scores, and 'decision making'. Then, we discuss the modifications that we have made to this instrument resulting in a new framework, the Online Language Assessment Literacy Model. This model can be taken as a basis for developing similar instruments which have significant pedagogical, theoretical, and assessment implications.

PARALLEL SPEAKER 67

Tuesday, 15 March, 2022
13:25 PM – 13:55 PM
(Room 501)

APPLYING THE SCIENCE OF LEARNING TO LITERATURE EDUCATION: EXTENDING KNOWLEDGE ORGANISERS TO WRITING TASKS

Wai Kit Ow Yeong, Academy of Singapore Teachers, Singapore

Recent research about the science of learning suggests that knowledge can be rendered more enduring by applying theories and principles derived from fields like cognitive psychology and neuroscience. The ways in which insights from the learning sciences could be applied to English literature education remain an exciting and burgeoning area of study. The acquisition of literary knowledge has also been shown to be aided through tools such as knowledge organisers, which are documents comprising all the key facts and information that students need in order to have basic knowledge of a topic or text. This project builds on an existing single case study involving the use of literary knowledge organisers at one secondary school, by extending the same strategies to English literature classes at five different secondary schools. Teachers in this networked learning community explored how best to tackle challenges in knowledge acquisition in the literature classroom, and how knowledge organisers could function as a useful tool for planning, teaching, and

assessment. In addition, they enacted teaching strategies that leveraged such organisers to promote collaborative learning, while encouraging student mastery and ownership of content knowledge of their texts. While the project remains ongoing, preliminary findings will be shared, and sample resources offered, which can aid students in developing a deeper level of knowledge and understanding of their literature texts as applied to writing tasks. While essay-writing in literature classes may appear daunting, tools like knowledge organisers can allow students to draw connections, practise spacing and interleaving, and engage in retrieval practice. Through the application of such research-based theories, students can cultivate critical skills and dispositions that would allow them to become more effective writers.

PARALLEL SPEAKER 68

**Tuesday, 15 March, 2022
13:25 PM – 13:55 PM
(Room 502)**

A TRI-METHOD APPROACH TO REVIEW EFL STUDENTS' ENGLISH ACADEMIC WRITING STUDIES

Xiuwen Zhai, Universiti Putra Malaysia, China

This paper presents a tri-method approach analysis (i.e., bibliometric analysis, content analysis, and scientometric analysis) of studies on EFL students' academic English writing from 2017 to 2021 with the tool CiteSpace. The research data (i.e., 188 papers) were retrieved from the core collection of Web of Science, SCOPUS, ERIC, and Google-scholar. The status-quo, the developmental route, and the research frontier of EFL students' academic writing studies were identified and visualized. The main research findings include: 1) the top 3 countries in the number of paper publications are China (i.e., 30), Indonesia (i.e., 18), and the United States (i.e., 14); 2) the top 2 authors in the number of paper publications are Zhang, X. (i.e., 5), and Fahady, S.S. (i.e., 3); and 3) the top 3 strengthen-keywords are computer-mediated-communication, EFL-learner, and genre-analysis.

PARALLEL SPEAKER 69

**Tuesday, 15 March, 2022
13:25 PM – 13:55 PM
(Room 503)**

ENHANCING EFL LEARNERS' TEXT-IMAGE COMPETENCIES THROUGH A PEDAGOGY OF MULTILITERACIES

Y. Gloria Lo, National Taiwan University of Science and Technology, Taiwan
Chien-Dun Chuang, National Taiwan University of Science and Technology, Taiwan

Research has informed us about various functions and categories derived from different text and image relationships (March & White, 2003; Unsworth, 2006). What needs to be explored further is how to enhance EFL learners' knowledge about and competencies in text and image relationships, so they can conceptualize, analyze and transform their understanding in text-image composing process and product. Grounded in a pedagogy of multiliteracies (Cope & Kalantzis, 2015), this multiliteracies course took place at a college level in Taiwan in which twenty-five English majors with a high-intermediate English proficiency level participated in the study. Six groups (each with 4-5 students) were formed to create multimodal magazines for their target audience. The project went through four stages: (1) the text/language composing stage with the target audience, (2) the learning of text-image relationships stage, (3) the text-image composing stage, and (4) the reflection stage. The data sets include both the multimodal composing outcome (the created works) and the process (various text-image drafts) along with students' final reflections and interviews. SF-MDA system of language and image (Jewitt, Bezemer, and O'Halloran, 2016) was employed to further capture the discursive practices when the multimodal EFL authors juggled between text and images to create meanings for their target audience. The findings show that a pedagogy of multiliteracies (experiencing, conceptualizing, analyzing, and applying) enhanced EFL learners' text-image competencies; they had a better understanding of text-image relationships, and they were able to consider and articulate how the who-what-how of text interplays with the who-what-how of an image in the composing processes and in turn, their multimodal projects were improved. Based on the results of the study, both theoretical and pedagogical implications are discussed for multiliteracies education in general and for EFL pedagogy in particular.

PARALLEL SPEAKER 70**Tuesday, 15 March, 2022
13:25 PM – 13:55 PM
(Room 504)****ALL THOSE NOISES: ONLINE VS. FACE-TO-FACE INTERACTIONS FOR AUTONOMOUS MUTUAL LEARNING**

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

COVID-19 pandemic obviated the importance of keeping students healthy and happy. We need to offer class activities that would enhance their sense of security and belonging and help them understand that they are there to help and to be helped and that they perform better when they work with their peers. In our English-language classes before COVID-19, we implemented classroom activities that helped students work together and interact with each other in small groups and the classrooms were filled with voices, murmurs and noises of all kinds. In 2020, face-to-face modes of learning were severely restricted and use of breakout rooms with Zoom seemed like a natural solution, but each group was isolated, with no surrounding noises of other students talking to each other. Neither the students nor the teacher had any way of knowing how other groups were doing. Thus, some groups finished the tasks too soon and others do not come back to the main session until the teacher called them back. Class was fragmented, rather than unified, with breakout rooms. We need technological support to introduce "background noises" into breakout sessions in order to keep classes unified, details of which we will discuss in the presentation.

PARALLEL SPEAKER 71**Tuesday, 15 March, 2022
13:25 PM – 13:55 PM
(Paterson Room)****THE RELATIONSHIP BETWEEN AURAL AND ORTHOGRAPHIC VOCABULARY**

Yo Hamada, Akita University, Japan

Previous research has examined the relationship between L2 listening comprehension and vocabulary, and found that both aural (listening) and orthographic (written) vocabulary greatly contribute to L2 listening comprehension. However, few studies have studied the close relationship between aural and orthographic vocabulary; therefore, this study specifically investigated this relationship, dividing it by vocabulary levels (1000 to 5000-word levels and the Academic Word List). A total of 123 Japanese university students took identical aural and orthographic vocabulary tests: LVL (Listening Vocabulary Levels Test) and NVLT (New Vocabulary Levels Test). A two-way ANOVA and post-hoc t-tests were conducted and the results showed that the participants' NVLT was statistically higher than their LVL at all levels. They were correlated at 70.5. The results also showed that English words, already existing as loan words in Japanese, may be difficult for the participants to recognize when listening to them. The implication for teaching is that learners should study both aural and orthographic vocabulary, and they should pay extra attention to loan words.

PARALLEL SPEAKER 72**Tuesday, 15 March, 2022
13:25 PM – 13:55 PM
(Room 508)****THE INCLUSION AND EQUITY OF NON-ANGLOPHONE ALTS IN JAPAN'S DIVERSITY-NEEDED EFL EDUCATION**

Yoko Kobayahshi, Iwate University, Japan

Japanese policymakers have been aware that more diversity is needed in English classes so that Japanese students can experience 'real' internationalization. This awareness is evident in a JET (Exchange and Teaching) Programme eligibility criterion that categorizes six Outer Circle nations (e.g., the Philippines, Singapore) into 'English-speaking nations' together with Inner Circle countries, opening the door for the former group to work as ALTs in Japan. However, the former group of ALTs remains marginal, many of whom voice discrimination from Japanese and Anglophone English teachers on the basis of 'non-native' English accent and non-whiteness. Through the critical discourse analysis of Japan's English education policy texts, this study examines factors that challenge the promotion of diversity among ALTs in Japan. It argues that one of the underlying problems is the MOE's conflicting policy statement that Japanese students' communication with 'diverse' English-speaking people requires the learning of 'modern standard English,' which leaves room for mainstream English teachers to illegitimize Outer Circle ALTs. This study provides the

insight necessary to bring Japan's English education close to the outside classroom where Japanese students have opportunities to interact with residents and visitors from Japan's neighboring Asian countries more frequently than their counterparts from the West.

PARALLEL SPEAKER 73

**Tuesday, 15 March, 2022
14:00 PM – 14:30 PM
(Auditorium)**

EFFECTIVENESS OF THE WRITTEN AND ORAL MODES OF SELF-REFLECTION ACTIVITIES TO ENHANCE STUDENTS' LEARNING

Yuki Togawa, Akita International University, Japan

"At the end of the semester, students will..." Such course objectives form the foundation of the class to ensure that enrolled students master the knowledge and skills upon the completion of the course as learning outcomes. However, how often do students have the opportunities to review their performance to see where they are in the learning progress during the semester? This presentation aims to explain how two different modes of self-reflection activities can be utilized effectively to review the class content as well as to enhance students' learning and critical thinking skills in the English for Academic Purposes (EAP) at an English-medium university in northern Japan. Through self-reflection activities, students can look back at what they have learned and at the same time what they have not completely mastered; meanwhile, teachers can benefit tremendously because they can learn what students have achieved and what should be reviewed in order to maximize their learning in the following lessons. The researcher has used two different methods, weekly video logs and an online reflection tool called Socrative. They will share how they have been using self-reflection activities in their classes and how students have benefited from them based on the student survey and interview data. Suggestions on how to implement self-reflection activities will be provided for teachers who are not familiar with self-reflection.

PARALLEL SPEAKER 74

**Tuesday, 15 March, 2022
14:00 PM – 14:30 PM
(Tanglin Room)**

REIMAGINING POLICY POSSIBILITIES: TOWARDS EQUITABLE AND INCLUSIVE LANGUAGE EDUCATION IN SOUTHEAST ASIA

Huan Yik Lee, The University of Queensland, Australia

In recent decades, there has been an incessant push for English language education (ELE) throughout the multilingual Southeast Asian region, mainly for economic development and social mobility taking into account the prospect of English as a global language. What is currently observed across Southeast Asia is the dominance of monolingual foreign language education, almost entirely focused on ELE, ranging from pre-school to university levels. The expansion of ELE is generally grounded on widespread fallacies of ELE, i.e., Earlier is better; more is better. Such fallacies have led most national governments to enact ELE policies by introducing English at an earlier grade as well as increasing the time for English language instruction in the school curriculum. From critical and ecological perspectives, these reforms have resulted in crowding out the curriculum for other languages, and may potentially have an adverse impact on basic literacy development, particularly among (pre-) primary education learners. Informed by findings gathered through interviews with global scholars, this presentation challenges the existing fallacies and offers possible educational policy alternatives for the region. The way forward is to reimagine more socially equitable, inclusive and responsible language policies in education, which better reflect the ethno-linguistic diversity and socio-cultural dynamics of Southeast Asia.

PARALLEL SPEAKER 75

**Tuesday, 15 March, 2022
14:00 PM – 14:30 PM
(Room 501)**

IMPACT OF L1 USE ON THE PRODUCT AND PROCESS OF L2 COLLABORATIVE WRITING

Yusa Koizumi, Meiji Gakuin University, Japan

This study investigates how students' L1 use during L2 collaborative writing influences its product and process. Fifty university EFL students in Japan engaged in a narrative writing task in pairs. Their interactions were transcribed, and turns containing any L1 (Japanese) were identified. Their compositions were assessed for content, organization, complexity, accuracy, and fluency. For determining L1's impact on the product, the

percentage of L1 turns was correlated with the composition ratings, but no significant relationships were found. For exploring L1's impact on the writing process, the transcribed interactions were compared qualitatively between pairs that employed L1 most frequently and pairs that employed L1 least frequently. This analysis revealed that the former pairs often stopped writing to discuss issues of content or form explicitly in L1, and presumably because of this, they barely completed their story in the given time. The latter pairs concentrated on writing and finished early with time for review. The results indicate that L1 use influences the way students work on collaborative tasks, if not the quality of the product. Whether to make L1 available for L2 tasks may depend on which goal to prioritize: successful task completion or in-depth discussion of content and form.

PARALLEL SPEAKER 76

**Tuesday, 15 March, 2022
14:00 PM – 14:30 PM
(Room 502)**

CANTONESE ESL LEARNERS' INTERPRETATION OF ENGLISH ARTICLE USE FOR GENERIC REFERENCE

Alice Yin Wa Chan, City University of Hong Kong, Hong Kong

This paper investigates Cantonese ESL learners' interpretation of the use of English articles for representing generic reference. A grammaticality judgement task and a truth-value judgment task were conducted with a total of 57 advanced Cantonese ESL learners in Hong Kong. Results of the study showed that learners were confused about the structures of noun phrases for representing generic reference. Some learners had a tendency to use the + plural or bare singular noun phrases for representing generic reference, although others could recognize the correct use of ZERO + plural and other relevant structures. The + singular, known as the definite generic, was largely unnoticed. It is argued that the absence of structural equivalents of English articles in Cantonese interacts intricately with the infrequent use of plural marking in the language, resulting in learners' problems with the structures. It is recommended that ESL teachers put more pedagogical efforts onto this area of learner difficulty. Explicit teaching is needed to help learners recognize the variant structures used for representing generic reference.

PARALLEL SPEAKER 77

**Tuesday, 15 March, 2022
14:00 PM – 14:30 PM
(Room 503)**

CHANGE IN NURSING STUDENTS' KNOWLEDGE OF METACOGNITIVE STRATEGIES AFTER LEARNING IN ENGLISH

Sachiko Takahashi, Himeji University, Japan

Nursing education is expected to be globally oriented. In the pandemic, teachers have been successfully teaching through ICT skills. Using these skills, students are encouraged to visit related sites and collect information from countries overseas. The present study aimed to clarify the change in nursing students' metacognitive strategy use after learning an English course for one semester. One hundred freshman nursing students in western Japan participated in this study. The authors provided the students with an English course with subjects on health and medical care, including dealing with addiction and facing the COVID-19. A questionnaire was used twice, at the beginning and the end of the course about the knowledge and use of metacognitive strategies, which are believed to work as pivots in learning processes. Twenty-three items were chosen based on the results of previous studies. The participants responded on a Likert-type scale from 1 (strongly disagree) to 4 (strongly agree). An opt-out question was prepared for each item. The questionnaire was linked to the university chat-platform. One open-question was added regarding the aspect of the online learning they considered the most difficult. The research of this study clarified that learning in English influenced the students' metacognitive use, and at the same time, responses from the students gave ideas for curriculum revision in nursing education.

PARALLEL SPEAKER 78

Tuesday, 15 March, 2022
14:00 PM – 14:30 PM
(Room 504)

GLOBALIZATION OF ENGLISH EDUCATION FOR MEDICAL STUDENTS TO FOSTER RAPPORT

Yukiko Ideno, Kanagawa Dental University, Japan
Yoko Sakamoto, Kanagawa Dental University, Japan

The development of communication skills is an essential element for medical students, and the formation of rapport with patients is now considered to be a part of treatment. Dokkyo Medical University, based in Mibumachi, Tochigi Prefecture, is surrounded by Utsunomiya City, Oyama City, and Tochigi City, where 25,000 foreign workers, about half of the foreign population of Tochigi Prefecture, live. On the other hand, Kanagawa Dental College is located in Yokosuka City, which is an international city with about 6,000 foreign residents in Yokosuka alone. Even in this cosmopolitan city, the university and the general hospital are located next to a US military base. Since both universities are located in a cosmopolitan area, rapport in English with patients is essential for hospital training. In this article, I will discuss the practice of English education for students who aim to practice medicine in such a region, focusing on the curriculum of the first and second year.

PARALLEL SPEAKER 79

Tuesday, 15 March, 2022
14:00 PM – 14:30 PM
(Paterson Room)

EXPLORING AN INTERDISCIPLINARY TECH-ENABLED LEARNING ENVIRONMENT FOR TODAY'S LEARNERS

Chermaine Goh, Kranji Secondary School, Singapore
Rebecca Chow, Kranji Secondary School, Singapore

The recent global pandemic has accelerated the use of online learning, and new technologies have changed how we teach English Language. To enhance learning in the Singapore Secondary school classroom, every student was given a Personal Learning Device, with the aim to support self-directed and collaborative learning. The opportunity for the Singapore language teacher is to design a new learning environment with technology, one that is 'participatory, connected and reflective', a goal provided by the Educational Technology Division of the Ministry of Education. In this exploratory study, we unpack what seamless access to learning anytime, anywhere, and at one's own pace could look like in the Secondary school classroom. We explore how to embed technology to support various interactions among student, content and community. Finally, we reflect on how the design of a technology-enabled environment affects student engagement, and specifically, in increasing the 'effortful involvement in learning' (Reschly & Christenson, 2012). We situate this exploration within two Secondary 1 English Language classrooms at Kranji Secondary School, and specifically draw on our experiences with lower-progress learners to design a more inclusive learning environment, one that supports increased engagement through an interdisciplinary design approach.

PARALLEL SPEAKER 80

Tuesday, 15 March, 2022
14:00 PM – 14:30 PM
(Room 508)

LESSONS DRAWN FROM COLLABORATIVE LEARNING: REFLECTIVE PRACTICE FOR PROFESSIONAL DEVELOPMENT

Kayoko Kinshi, University of Hyogo, Japan
Christopher Valvona, Okinawa Christian University, Japan
Akiko Tsuda, University of Hyogo, Japan

With the influx of international students, English as a Lingua Franca (ELF) is in high demand in Japanese higher education. Meanwhile, Japan's Ministry of Education encourages universities to use English as a medium of instruction to meet prescribed global standards, so educators in Japan need to create new pedagogical approaches for language learners. However, opportunities for ongoing teacher training are limited and the responsibility for undertaking such training is largely on the educators themselves. One way to overcome this situation is for educators in Japan to collaborate to prepare for specific learners' needs. By utilizing reflective practice, this study examines the experience of three educators (two Japanese and one British), who teach and research at different Japanese universities. They have also been working together for two years as co-researchers of a collaborative learning project among Japanese and international students. Regarding an email exchange project conducted during the COVID-19 pandemic, teachers' self-

reflection diaries, semi-structured interviews, and discussions reveal outcomes including 1) engagement in class, 2) awareness of inclusive education, 3) development of teaching skills, 4) materials development, and 5) educational philosophy. The results of this study could lead to pedagogical guidelines for teacher development in the post COVID-19 era.

PARALLEL SPEAKER 81

**Tuesday, 15 March, 2022
14:35 PM – 15:05 PM
(Auditorium)**

UNDERSTANDING THE LISTENING TEST-TAKING STRATEGIES OF BILINGUAL TEST-TAKERS: AN EYE TRACKING STUDY

Ester Dominguez Lucio, National Institute of Education (NIE), Singapore
Vahid Aryadoust, National Institute of Education (NIE), Singapore

Listening comprehension is a complex process involving many different steps. Listeners extract meaning from stimuli by decoding the message they receive and re-coding it again using their previous knowledge. Traditionally, these processes have been elicited and assessed by using listening tests, and the results of these tests have been used as proof of the knowledge of the test-takers. However, oftentimes, students use different test strategies that can affect test scores. This study examines physiological aspects of 28 bilingual students using eye-tracking, to investigate if students use strategies to pass the tasks affecting their final scores. Although the versatility of eye-movement methodologies has been extended to language research and assessment, few studies have been done on listening under test conditions and examination of test-takers' strategies to pass the tests. To address this gap, we used eye-tracking technology in our research to examine the gaze behaviour patterns of bilingual students. We used two English tests that were equated at linguistic features and items levels so students did not have more difficulty in one test than the other. The tests were while-listening performance (WLP) tests, meaning the students needed to listen, read and fill the gaps at the same time. The results showed that in both tests, there was no significant difference in fixation or visit duration. There was, however, a significant difference in fixation and visit counts. We found from the gaze behaviour pattern that students spent more time on the word preceding the answer's gap than in the rest of the question. One possible explanation for these findings is that participants are likely to have used the keyword matching strategy, which is used by test-takers in this kind of tests (Field, 2012). Understanding the possible test's strategies, teachers and developers can create tests more similar to real listening skills to help students with their listening skills.

PARALLEL SPEAKER 82

**Tuesday, 15 March, 2022
14:35 PM – 15:05 PM
(Tanglin Room)**

TEACHING OBSERVATIONS FROM THE PRE-SESSIONAL LISTENING CLASSROOM: A PRACTICAL INSIGHT

Naheen Madarbakus-Ring, Nagoya University of Commerce and Business, Japan

Research identifies the importance of teachers active roles to model strategies or address errors in listening instruction. However, teachers still face challenges when teaching listening, often restricted by their teaching context, a lack of training, or pedagogical knowledge. Previous studies report that teachers prioritise vocabulary-based and problem-solving opportunities to attend to learners real-time listening difficulties and give grammar and background knowledge a lower priority to omit potential comprehension difficulties for learners. This presentation outlines three teachers listening practices in a pre-sessional EAP course at a New Zealand university. Three classroom observation lessons identified what the teachers do in their listening lessons. In interviews, teachers elaborated further on their teaching decisions. The results showed that teachers plan their lesson from the textbook. They reported using supplementary materials to complement textbook activities and offer learners extra listening practices. The teachers prioritised learner-centred and vocabulary-based activities to make the listening text more accessible for learners. Additionally, they provided learners with both immediate and delayed feedback. The teachers reported on time limitations when teaching, difficulties in selecting supplementary resources for learners, and being indecisive about using transcripts/subtitles in listening lessons. The presentation concludes by providing educators with listening-based task suggestions for their own classrooms.

PARALLEL SPEAKER 83**Tuesday, 15 March, 2022
14:35 PM – 15:05 PM
(Room 501)****EXPLORING A FUNDS OF KNOWLEDGE APPROACH TO ELT FOR REFUGEES**

Ivy Chan, Singapore Management University, Singapore

This study explores the use of a Funds of Knowledge (FoK) approach to teach English language to asylum seekers and refugees' (ASRs) in a refugee learning center in Malaysia. FoK is an asset-based approach to teaching that capitalizes on an individual's knowledge, skills, experiences and practices that can contribute to one's well-being. The study uses a case study approach to gain an in-depth understanding of five ASRs' FoK over a period of 11 months from 2019 to 2020. The five ASRs were selected via maximal variation sampling based on their age, gender, and country of origin. Data comprised interviews with the five ASRs, their parents/guardians, their English teachers, in-school and out-of-school observations, and artefact collection. The data collected were digitized and uploaded to NVivo 12 Plus for ease of coding, which was conducted using both open and axial coding methods. The findings revealed five types of FoK shared by the five ASRs: Interest, Literacy Practices, Family, Religion and Aspiration. The paper will provide examples of how these five types of FoK can be used to support the ASRs' EL learning in the refugee learning center and discuss the implications of using an FoK approach for ELT to ASRs.

PARALLEL SPEAKER 84**Tuesday, 15 March, 2022
14:35 PM – 15:05 PM
(Room 502)****A PROFESSIONAL DEVELOPMENT PROGRAM FOR GERMAN LANGUAGE TEACHERS IN SOUTHEAST ASIA**

Lawinee Puranasakul, Ramkhamhaeng University, Thailand

Data recently collected by the Federal Foreign Office of Germany show that there are more than 170,000 students in Southeast Asia who are learning German as a foreign language in the schools. However, some countries still encounter a shortage of qualified German language teachers. The program Learning to Teach German (Deutsch Lehren Lernen) has been developed by the Goethe Institute with the goal of narrowing the gap between theory and practice for German teachers worldwide. The aim is that they can significantly enhance their teaching qualifications and credentials by conducting action research in their classrooms and ultimately reflecting on their own practice, as well as gaining benefits through exchanges with other teachers. The DLL-Programs addresses the topic area Inclusion and equity in teacher training and development by aiming to provide teacher in-service training to teachers with little or no access to university teacher education. This study intends to analyze the DLL program within the context of the Southeast Asia Teachers Competency Framework (SEA-TCF), endorsed by the Southeast Asian Ministers of Education Organization (SEAMEO) in 2017 with the goal of discovering conceivable options that can facilitate the recognition of this program as a teaching profession degree by local authorities.

PARALLEL SPEAKER 85**Tuesday, 15 March, 2022
14:35 PM – 15:05 PM
(Room 503)****EARLY STAGES IN ASSESSING THE UTILITY OF A NEW STRATEGIC LEARNING MODEL**

Nathan Thomas, UCL Institute of Education / University of Oxford, United Kingdom

Theoretical development has not kept pace with research in the field of language learning strategies (LLS). Thus, achieving legitimacy in SLA has been a challenge. To address this challenge, this presentation will outline the early stages of a project that aims to develop and assess the utility of a theoretical model for LLS in formal education settings. Situated within an evolving theoretical framework that integrates cognitive and socially oriented perspectives, the model consists of an action-oriented component and a positioning component that represents the driving forces behind LLS. After a cursory tour of the model, the presentation will report on the first in a series of studies designed to assess the utility of the model, enabling modification through each round of data collection and analysis. Via in-depth interviews and think-aloud protocols, this first study was able to describe the decision-making processes of eight undergraduate students regarding strategy use during hypothetical academic tasks. The findings demonstrate that while the model generally aligns with their self-reported processes, there are aspects of equifinality that still need to be addressed in

future iterations. It is hoped that this presentation will generate discussion on opportunities for adapting the model to best represent the empirical findings and help to guide pedagogy in the future.

PARALLEL SPEAKER 86

**Tuesday, 15 March, 2022
14:35 PM – 15:05 PM
(Room 504)**

HYBRID LEARNING IN EFL TEACHER EDUCATION

Juergen Kurtz, Justus Liebig University Giessen, Germany

TEFLhybrid@JLU (TEFL = Teaching English as a Foreign Language; JLU = Justus Liebig University, Germany) is a newly developed project which seeks to explore the potential of hybrid learning within the language teacher education program at Giessen University. A hybrid format of course delivery combines face-to-face instruction with collaborative, increasingly self-regulated online learning in virtual space to transform and enhance students' learning experiences, competencies, and skills (see: <https://www.uni-giessen.de/faculties/f05/engl/tefl/teflhybrid>). In this talk I will briefly present the project which is based on nine dimensions of hybridity and discuss some empirical data illustrating how EFL teacher students can benefit from increased temporal and spatial flexibility for their study, from wider and easier access to learning resources, and from a higher level of student autonomy and self-regulation.

PARALLEL SPEAKER 87

**Tuesday, 15 March, 2022
14:35 PM – 15:05 PM
(Paterson Room)**

EFFECTIVENESS OF ONLINE FEEDBACK ON STUDENTS' WRITING

Shu Yun Li, Nanyang Technological University, Singapore

Research has shown that instructors' feedback is an integral part in effective language teaching and learning. It is especially so in the context of writing and therefore researchers have been actively investigating various aspects of feedback on writing, i.e., effects of direct and indirect feedback on errors in writing; peer feedback in writing classrooms; effectiveness of computer-based feedback systems; students' responses to feedback given in their essays and so on. Based on the research findings, teachers/instructors have been incorporating or integrating different effective approaches while giving feedback on their students' essays or writing assignments, hoping their students would learn and benefit from the feedback given. In this preliminary study, the author examines how effective some direct and indirect feedback is on students' written assignments in a language classroom at a tertiary institution. Specifically, the results are analyzed in relation to the accurate use of language and in the context of the current COVID-19 situation in teaching and learning. The analysis leads to some significant findings and reflections on the effectiveness of feedback on writing by instructors. Despite the limitations of the study, the findings yield some important implications not only for language teaching and learning in the context of Singapore but also far beyond.

PARALLEL SPEAKER 88

**Tuesday, 15 March, 2022
14:35 PM – 15:05 PM
(Room 508)**

EMPOWERING SECOND-LANGUAGE LEARNERS TO (RE)SHAPE TEACHER FEEDBACK THROUGH PARTNERSHIP, CHOICE AND REFLECTION

Nicole Tavares, The University of Hong Kong, Hong Kong
Holly Ho, Good Hope School, Hong Kong

Situated within the context of a Hong Kong mainstream secondary school, this paper traces the pedagogical growth of an English teacher in her action-research journey of experimenting with and refining her strategies of empowering students to be self-directed language learners. Inspired by 2012 Toastmasters World Champion Ryan Avery's Level 1-2-3 Feedback introduced for speech evaluation, this teacher innovated the Peanut-Butter-Jelly, Classic-Feedback-Sandwich and Hot-Chili approach in providing comments to Grade 10-12 students on their compositions based on their personal choice of feedback type which may be adjusted each time. This practice is guided by theories of empowerment and Students-as-Partners principles (Healey et al., 2014) with a proven impact on learning through shared power, decision-making and mutual goals (Kirl et al., 2016). Data of the two-year study is collected through artifacts of students' work and the teacher's marking, questionnaires, semi-structured student interviews and the teacher's diary. Findings indicate that this feedback choice gives students equitable learning opportunities in accordance with their psychological,

emotional and language learning needs. Learners' voices on the significance of the approach in promoting autonomy, motivation to write and engagement with feedback are highlighted. Challenges experienced and new possibilities offered by the approach are also discussed.

INVITED SPEAKERS

INVITED SPEAKER 9

**Tuesday, 15 March, 2022
15:10 PM – 16:10 PM
(Auditorium)**

MINORITY LANGUAGE USE THROUGH ENGLISH MEDIUM INSTRUCTION FOR A MORE EQUITABLE AND INCLUSIVE LANGUAGE EDUCATION

Fan Fang, Shantou University, China

The status of English as a global language has generated various issues related to language ideologies and the use of English in English language education (ELE) through the complexity of language contact. In particular, the Global Englishes (GE) paradigm has challenged the ownership of English, however; the importance of the English language has also accelerated its promotion as the medium of instruction in both ELE and content learning in higher education. This creates an invisible linguistic hierarchy of privilege and marginalisation in relation to language use. Therefore, it is worthwhile to explore how multilingual speakers perceive language use in English medium instruction (EMI) programmes if equitable and inclusive language education is recognised. However, it is taken for granted that the 'E' in EMI refers to Anglophone English, which neglects linguistic diversity and students' linguistic and semiotic resources. Many minority languages are marginalised as they lack social status and support in language use, let alone in educational settings. This presentation reports how Chinese ethnolinguistic minority university students taking EMI courses perceive the effectiveness of EMI and how they construct and negotiate their identity through language use. Given the above context, this presentation argues the need for incorporating minority languages and recognising translanguaging practices for a more equitable and inclusive language education. However, such inclusion should be negotiated by the stakeholders instead of unintentionally reproducing disadvantages and reinforcing educational inequality in language education. Finally, this presentation argues that unquestioned adherence to adopting EMI in higher education does not benefit linguistic diversity but rather would endanger the L1s of ethnolinguistic minority people, calling for an ecological perspective of viewing language in relation to students' identity construction.

INVITED SPEAKER 10

**Tuesday, 15 March, 2022
15:10 PM – 16:10 PM
(Tanglin Room)**

INCLUSIVITY IN HIGH-STAKES LANGUAGE ASSESSMENT

Louise Gilbert (Cambridge Assessment English), Cambridge University Press & Assessment, United Kingdom

As assessment professionals we recognise that test content has impact. The way that we represent people in our assessments has the power to affect the way that learners see themselves in the world, how they see each other, and how the world sees them. We recognise, too, that our learners and candidates include people from every background - ethnic, cultural, linguistic, social, economic, religious - and from across the spectrum of gender identity, sexual orientation, physical ability, neurodiversity, political belief, and personality. The accessibility of input material and content is of crucial importance in ensuring fair and valid tests. This paper will consider what Equality, Diversity and Inclusion means to us as assessment professionals; highlight its importance; consider what we as test providers can do to promote EDI; explore the complex nature of such initiatives and the interaction of equality and inclusivity. I will conclude by sharing an overview of recent activities and experiences of working on such initiatives at Cambridge Assessment: English.

INVITED SPEAKER 11

Tuesday, 15 March, 2022
15:10 PM – 16:10 PM
(Paterson Room)

DEVELOPING EQUITY THROUGH LANGUAGE TEACHER EDUCATION: A LONG SHOT OR A SURE THING?

David Gerlach (Goethe-Institut), University of Wuppertal, Germany

The goal of equitable and inclusive education has become paramount in many educational systems around the world. However, large-scale studies have shown that the implementation of certain educational ideas depends heavily on the teachers, their knowledge, skillset, and beliefs. Based on my research in the European context, I would like to show the chances and limitations of developing more inclusive and equitable settings in foreign language classrooms through language teacher education and development. Part of my argument will address both the limitations of transfer from academic discourse on diversity to inclusive classroom practice and the roles of teacher knowledge, language teacher identity, and teacher beliefs within these separate contexts. Especially a broader conceptualization of inclusive language education should take into account not only learners with different backgrounds but also critical issues such as fighting racism or raising the need of gender awareness. These aspects need to be integrated into language teacher education. The question remains, though: How do we make sure these measures have an impact on classroom practice and on our learners? And how do we find out what is relevant (or not) for an engaging, context-sensitive inclusive language teacher education?

PANEL DISCUSSION 2

Tuesday, 15 March, 2022
16:20 PM - 17:10 PM
(Auditorium)

PANEL TOPIC: MULTILINGUALISM, TRANSLANGUAGING AND EMI IN FOCUS

Panelists: Tomokazu Ishikawa, Corinne Seals, Fan Fang, Peter De Costa & Subhan Zein
Moderator: Ton Nu Linh Thoai

PROGRAMME

WEDNESDAY, 16 MARCH

PARALLEL SESSIONS

PARALLEL SPEAKER 89

Wednesday, 16 March, 2022
09:00 AM – 09:30 AM
(Auditorium)

"THIS IS HOW WE TEACH": DILEMMA AND CONTRADICTION IN THE SOCIAL LEARNING OF EARLY CAREER ENGLISH TEACHERS IN A REFORM-MINDED MALAYSIAN SCHOOL

Ngee Derk Tiong, University of Cambridge, Malaysia

Pedagogical reform is often seen as a necessary condition for improving the quality and equity of public educational provision, yet practitioners and policymakers alike face the reality that meaningful and sustainable pedagogical change, rooted in authentic teacher learning, is challenging to attain. This problematisation applies also to English-language teaching in second/foreign language contexts, such as Malaysia. One component to support pedagogical change, which this study deals with, is the induction of early career teachers into the workplace, where there may already be well-established pedagogical norms that both align with and diverge from the intent of pedagogical reform. To shed light on this issue, I examine the lived experiences of novice English-language teachers in a reform-minded Malaysian secondary school, whose teachers were attempting to arrest and turn-around the perceived decline in English-language standards. The paper's data comes from a larger ethnographic project comprising videos of teacher meetings, interviews and non-participant observation in two schools over a nine-month period, analysed through the lens of social learning theory, i.e. Lave and Wenger's concept of "legitimate peripheral participation". Through the analyses, I demonstrate, empirically, how "becoming" a teacher is partially a

process of socialisation into a community of practice with its institutionally shared repertoires and meanings. The data reveals hitherto "hidden" contradictions in the socialisation process of novice teachers, which arguably function to both support and hinder pedagogical reform. These findings depict pedagogical reform as a "wicked problem" that requires policymakers' deep understanding of the stakeholders involved, offering insights for more coherent policymaking to serve the interests of greater equity and inclusion in English-language teaching.

PARALLEL SPEAKER 90

**Wednesday, 16 March, 2022
09:00 AM – 09:30 AM
(Tanglin Room)**

DEVELOPING, EXAMINING, AND USING A LEARNER CORPUS IN AN EAP PROGRAM

Brent A. Green, Brigham Young University-Hawaii, United States
Anne McCarrey Tobon, Brigham Young University-Hawaii, United States
Lee Chin Wai Gordon, Brigham Young University-Hawaii, United States
Luo Xi Lin, Brigham Young University-Hawaii, United States

Learning management systems in higher education provide opportunities for ready access to English learner writing in the form of English learner corpora. While English corpora and corpus linguistic tools and methods have been used and applied for quite some time in the development of English learning and teaching materials, learner corpora are only just beginning to impact the fields of language teaching and language testing. This is very surprising because corpus information can help us to see what learners can and cannot do at different levels of proficiency (Granger 2015). And, learner corpora can ultimately be very useful for pedagogical and assessment purposes. For instance, findings from learner corpus analyses can help teachers to consider language use features that are over, under, or misused by certain L1 populations and thus put special emphasis on these over others. In this presentation, we will discuss our efforts in developing a learner corpus of written academic English in our EAP program, examining three specific English language analysis projects designed to evaluate learners' needs, and using corpus-based teaching methods at our institution.

PARALLEL SPEAKER 91

**Wednesday, 16 March, 2022
09:00 AM – 09:30 AM
(Room 501)**

PEDAGOGICAL CODE-SWITCHING IN PHILIPPINE TERTIARY MATHEMATICS CLASSROOMS: TOWARDS LINGUISTIC INCLUSIVITY IN HIGHER EDUCATION

Karizza Bravo-Sotelo, Universiti Brunei Darussalam, Philippines
Romylyn Metila, Universiti Brunei Darussalam, Philippines

Some tertiary institutions in the Philippines use English for mathematics instruction even as their students struggle in understanding it and are more skilled in another language, such as Tagalog. This study looks into functions of the Tagalog-English code-switching (CS) of four mathematics teachers in a state university in Occidental Mindoro, the Philippines, where English is the prescribed language of instruction in a predominantly Tagalog community. Using data from class observations and interviews and survey with teachers and their students, this study identified the functions of Tagalog-English code-switching using Halliday and Matthiessen's categories, namely ideational, textual, and interpersonal. This led to the creation of 14 CS function subtypes. Findings show that mathematics teachers used CS for ideational purposes, and while some CS were not directly pedagogical, they were nonetheless instrumental in promoting inclusivity in classroom discourse. Also, findings provide insights on the positive and negative implications of CS in classroom interaction and rapport, which may impact students' communication with teachers and fellow students. Therefore, the principled use of CS in tertiary-level mathematics classrooms can lead towards inclusive and equitable language use.

PARALLEL SPEAKER 92

**Wednesday, 16 March, 2022
09:00 AM – 09:30 AM
(Room 502)**

THE USE OF DIALOGIC TEACHING IN THE TEACHING OF ACADEMIC WRITING ACROSS LEVELS OF ABILITY

Mohammad Hasbullah, Universitas Brawijaya, Indonesia

This study investigates the impact of dialogic teaching as a core pedagogy in the higher education, especially the teaching of academic writing. Discussion-based pedagogic activities were used to help the students with different abilities to develop their critical thinking and produce better ideas for their final paper. Employing a case study, this research involved 2 higher achievers, 2 mid achievers, and 2 lower achievers who are taking Thesis Proposal Writing which is required for the fourth-year students in which they are developing a proposal for their future final paper. The findings of the study show that the mid-achiever students were relatively more active in the discussion compared to the high and low achievers; that culture plays an important role when using discussion-based pedagogical activities; that the high achievers play the role of a facilitator for the low achievers in the discussion when the latter got stuck understanding the topic discussed; that low achievers needed more time to be more engaged with the discussion. The implication of the study is discussed further in this paper.

PARALLEL SPEAKER 93

**Wednesday, 16 March, 2022
09:00 AM – 09:30 AM
(Room 503)**

CULTIVATING HOSPITALITY ENGLISH FOR HUMAN RESOURCE DEVELOPMENT

Naoko Tanaka, Hokusei Gakuen University Junior College, Japan
Reiko Fujita, Hokusei Gakuen University Junior College, Japan
Kyoko Morikoshi, Hokusei Gakuen University Junior College, Japan
Nobumi Nakai, Hokusei Gakuen University Junior College, Japan

The Japan Tourism Agency asserted that the country should accelerate human resource development to strengthen its tourism industry in anticipation of the industry's recovery after the pandemic. It established a preparatory committee for creating high-quality inbound tourism services, declaring an urgent need to improve the environment for the purpose of attracting affluent travellers to Japan. Given these developments, non-native English-speaking human resources working in Japan's hospitality industry are expected to require skills that advance their delivery of exceptional services using English. In this presentation, we will share data on guest services that are provided using English; the data were derived from interviews with six Japanese hotel staff. We will also discuss native English speaker's comments on model conversations between hotel guests and employees. The results revealed the necessity for prospective staff to learn terminology and phrases specific to the hotel industry, understand the cultural and pragmatic aspects of English, and master competencies in using polite English as well as the verbal and non-verbal elements and skills required to provide excellent guest services. The findings implied the needs for developing appropriate materials and teaching methodology. These implications from the findings for programs on English for Specific Purposes will be discussed.

PARALLEL SPEAKER 94

**Wednesday, 16 March, 2022
09:00 AM – 09:30 AM
(Room 504)**

BUILDING READING SKILLS FROM THE BOTTOM UP

Neil Anderson, Brigham Young University Hawaii, United States

A common instructional outcome of explicit instruction in a second language classroom is to facilitate the development of fluent readers; readers who can read at an appropriate rate with adequate comprehension. However, learning to read is challenging for many students and is even more so when the process is unclear. Building strong reading skills involves many different elements. One often overlooked element in second language reading instruction is building strong bottom-up reading processes. Bottom-up reading processes begin with the smallest units of language and build up from there: phonemic awareness, blending of sounds, sound/symbol knowledge, decoding skills, and sight word recognition. These processes are often classified as part of phonics instruction. To help readers be successful, the explicit instruction of bottom-up processes is essential. This session will introduce teachers to the rationale for explicit instruction in bottom-up reading

processes. I will introduce you to a systematic approach for teaching these processes and provide an interactive tool for learning this approach.

PARALLEL SPEAKER 95

**Wednesday, 16 March, 2022
09:00 AM – 09:30 AM
(Paterson Room)**

IMPORTANCE OF EXPOSITORY TEXTS IN PRIMARY SCHOOLS

Mohammed Kassim Bin Abdul Karim, Haig Girls' School, Singapore
Marhainie Kamarudin, Haig Girls' School, Singapore
Farizah Hamdan, Haig Girls' School, Singapore

In their early years in school, children develop a wealth of knowledge about language, print, and relationships between language processes. However, at upper primary levels, with greater emphasis on content learning, their ability to progress in writing often declines (National Assessment of Educational Progress, 1986). One possibility is that they are not being taught how to read and learn from information or content area texts, expository writing (Raphael, Englert, Kirschner, 1988). Children, immersed in the digital world, are massive consumers of media. The question is - what are the skills needed for them to comprehend digital texts? The answer lies in understanding expository texts (Schmar-Dobler, 2003). Currently, within the English Language syllabus, the teaching of expository writing is only introduced in the upper primary levels (MOE, 2010). Seeing that comprehending and writing expository texts are critical media literacy skills, we seek to explore ways to teach expositions to help students develop better comprehension and communication skills. In our Expository Writing Programme, we draw upon students' prior knowledge on text types (Procedural Texts, Information Reports, Factual Recounts, and the Stimulus-Based Conversation). Students are introduced to the structure of expository texts and writing practices before they are assessed on expository text writing.

PARALLEL SPEAKER 96

**Wednesday, 16 March, 2022
09:00 AM – 09:30 AM
(Room 508)**

No paper is scheduled for presentation.

WORKSHOP SESSIONS

WORKSHOP W1

**Wednesday, 16 March, 2022
09:35 AM - 10:35 AM
(Auditorium)**

HARNESSING E-PEDAGOGY AND LEVERAGING A SPEAKING PROCESS FRAMEWORK TO ENHANCE STUDENTS' SPEAKING AND ELABORATION SKILLS

Carolyn Quek Sue Wen, Northbrooks Secondary School, Singapore

This workshop focuses on how secondary school students' speaking and elaboration skills can be enhanced, with reference to outcomes stated in MOE's EL Syllabus 2020 (Secondary). The workshop explores the use of various e-Pedagogical tools such as Google Classroom, Google Suite tools, Parlay, Padlet and iPad multimedia functions as well as the teaching-speaking cycle framework by Goh and Burns, to bring about the enhancements.

WORKSHOP W2

**Wednesday, 16 March, 2022
09:35 AM - 10:35 AM
(Tanglin Room)**

IMPROVING EQUITY LITERACY TO INCLUDE POSTSECONDARY EFL STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

Davey Young, Sophia University, Japan

Inclusive education is a human right that is internationally recognized by the United Nations' Convention on the Rights of Persons with Disabilities and its ratifying countries (Graham et al., 2020; Hunt, 2019). Thus, educators worldwide have an ethical obligation to provide inclusive education, and postsecondary English language educators are no exception. There is a heightened need for such educators to actively include students with specific learning difficulties (SpLDs) for three main reasons. Firstly, students with SpLDs experience unique barriers to language learning compared to their abled peers (Kormos, 2017). Secondly, English language teachers regularly lack sufficient training to include students with SpLDs (Smith, 2018). Finally, higher education institutes often have different policy and legal provisions for inclusive education compared to primary and secondary schools (Young, 2020). Additional complicating factors include the fact that students often become legal adults during their postsecondary schooling, potential language barriers faced by EFL teaching staff who wish to create more inclusive learning environments, and persistent attitudinal and structural barriers to inclusion. Indeed, educators aiming to realize inclusive education for students with SpLDs in postsecondary EFL environments will encounter a number of unique, context-dependent challenges, but such challenges can be overcome. This workshop aims to improve participants' equity literacy by using the equity literacy case analysis approach (Gorski & Pothini, 2018) to analyze three short narrative cases modeled after the presenter's experience managing a postsecondary EFL program. Participants will be invited to position themselves within the narratives, imagine just and transformative outcomes, and improve their equity literacy. The presenter will also outline several key concepts in inclusive education that appear within the three cases.

WORKSHOP W3

**Wednesday, 16 March, 2022
09:35 AM - 10:35 AM
(Room 502)**

UTILIZING DIGITAL TOOLS TO PROMOTE INTERCULTURAL COMMUNICATION

Tan Eng Hai, Meio University, Japan

In this workshop, participants will be introduced to the utility of Telegram and Flipgrid in a virtual intercultural communication project that connected more than 100 tertiary students from countries including Brazil, Israel, Japan, Mexico, Spain and Turkey. This project leveraged on the versatility of social media apps that allow students to engage in authentic conversations using video presentations, voice recording and texting. The 10-week project was divided into two blocks of 5 weeks each. In each block, students were placed in small groups and the members were swapped between groups after five weeks. During each block, students were expected to engage in daily conversation, upload videos based on the topics given and plan three synchronous online meetups with their group members. The videos created were used as conversation starters and they were also uploaded to Flipgrid, an asynchronous educational platform for video postings, which connected them with students from Malaysia, Algeria and more countries. An overview of the project will be presented in the first half of the workshop and the second half of it will be devoted to hands-on activities. Participants will experience using Telegram and Flipgrid to connect with students from other countries in real-time. To fully benefit from this workshop, participants are advised to download Telegram and Flipgrid apps onto their mobile devices.

WORKSHOP W4

Wednesday, 16 March, 2022
09:35 AM - 10:35 AM
(Room 503)

COGNITIVE MODELLING: HOW TO PROMOTE CRITICAL THINKING THAT CAN HELP TO LEVEL THE CRITICAL THINKING PLAYING FIELD IN LANGUAGE EDUCATION

Thanasingam Santhakumari, Institute for Adult Learning - Singapore University of Social Sciences, Singapore

This workshop provides hands-on experience for practitioners who want to learn how to apply the cognitive modelling approach (CMA) for cultivating critical thinking and communication skills in their disciplines or contexts of learning. In the first part of the session, I will use examples of critical thinking processes from the literature to show how they operate in writing and demonstrate how they can be made visible to learners using the CMA. In the next part, you will be guided through a step-by-step process to re-design one of your existing courses to embed the cognitive modelling approach. This will involve articulating the task students need to complete, identifying communication and critical thinking outcomes related the tasks, designing activities with corresponding critical thinking processes to achieve the outcomes, executing and evaluating their effectiveness. We will also discuss how CMA can be tweaked to cater for student differences. The session will be interactive with participants working collaboratively on their design and sharing their ideas for refinement and feedback. Please come prepared with a course or subject you want to apply the CMA to facilitate critical thinking and writing or presentation skills.

WORKSHOP W5

Wednesday, 16 March, 2022
09:35 AM - 10:35 AM
(Room 504)

DIFFERENTIATION IN ELT - TALK MOVES AND THINK ALOUD STRATEGIES FOR WRITING

Jayletchimi d/o Ramasamy, Queensway Secondary School, Singapore

English operates at many levels and plays many roles in Singapore. A proficient command of the language will enable pupils to access, process and keep abreast of information. In Queensway Secondary School, we saw English Language teaching depended on the entry profile, needs and abilities of the students. Teachers used Talk Moves to demonstrate Think Aloud in the writing process. They used the Gradual Release of Responsibility model to develop the English lesson packages for the different needs and abilities of the students. The lessons were structured to examine the content, organization and language use. The lessons also factored in ICT to allow students to be actively engaged with the text in a collaborative manner. From the results of their written assignment, it could be seen that students moved from model essays to a deeper appreciation of the language. It also enabled the teachers to use ongoing collaborative inquiry dialogues with peers to continually learn together.

WORKSHOP W6

Wednesday, 16 March, 2022
09:35 AM - 10:35 AM
(Paterson Room)

EMPOWERING STUDENTS THROUGH TECHNOLOGY IN THE ORACY CLASSROOM

Khim Gek Pei Fiona, Jing Shan Primary School, Singapore
Valerie Morier, Jing Shan Primary School, Singapore

Speaking is one of the most important skills in the learning of English as it allows students to communicate and express their thoughts and feelings. Based on research, production practice, using speaking exercises and immediate feedback, may boost students' ability to speak the language and to understand others speaking it (Hopman and MacDonald, 2018). The English Department at Jing shan Primary School uses digital technology to enhance students' oracy while providing voice and choice to our language learners. With the digital tool Flipgrid, students are empowered to practise their language skills independently. The design of the lessons and the use of the tool enables students to review and monitor their own learning. Prompt and individualised feedback is given to sharpen their speaking skills while equal opportunity to participate, create and share content at their pace and time has provided a unique learning experience for students at Jing Shan. We will share the process of how the oracy lessons have led to an innovative way of conducting independent online oral assessment where students get to submit their best possible work. This transformative practice equips students with the competence and autonomy within an authentic learning environment that forms the foundation for self-directed learning.

PARALLEL SESSIONS

PARALLEL SPEAKER 97

**Wednesday, 16 March, 2022
10:40 AM - 11:10 AM
(Auditorium)**

USING A LEARNING LOG TO DEVELOP STUDENTS' AUTONOMY IN LEARNING

Iswahyuni, Universitas Brawijaya, Indonesia
Mirjam Anugerahwati, Universitas Negeri Malang, Indonesia
Fika Megawati, Universitas Muhammadiyah Sidoarjo, Indonesia
Nur Mukminatien, Universitas Negeri Malang, Indonesia

This paper reports on the implementation of a learning log (LL) in a listening class as additional activities to help students to become autonomous learners. The participants were 30 ELT students at a state-owned university in Indonesia who were taking a listening course in semester 3, 200/021 focussing on intercultural issues. They were assigned to search and choose different online listening materials of their interests relevant to cultural issues as outside activities. Qualitative data were collected from participants reporting several aspects: types of the online materials, the barriers in listening, vocabulary and grammar, idioms, and the expressions used by the speakers. An open-ended questionnaire was distributed through Google Classroom and followed by FGD (Focussed Group Discussion). Although some problems arouse in filling out the logs, they were motivated to select more topics of cultural issues. They developed their vocabulary mastery, English expressions, and idioms. They reported that the logs raised their awareness to learn a target language through many different resources that they chose by themselves. To conclude, filling out the logs and activities develops the students' autonomy in learning English as well as enriches their extensive listening experience.

PARALLEL SPEAKER 98

**Wednesday, 16 March, 2022
10:40 AM – 11:10 AM
(Tanglin Room)**

TRACKING CHANGES IN EFL STUDENTS' WRITING BEHAVIORS THROUGH GOAL SETTING

Quy Huynh Phu Pham, Ton Duc Thang, Vietnam

The paper reports findings on two studies that investigate changes in EFL students' writing behaviors through goal setting. In the first study, a goal-setting questionnaire was developed from the responses of 466 Vietnamese learners of English. Four goal factors, namely goal commitment, teacher feedback, goal challenge, and goal specificity, were extracted, using the exploratory factor analysis. In the second study, 39 Vietnamese university students enrolled in a 10-week goal-based writing course where they received 1.5-hour goal-setting instruction every week. The goal-setting questionnaire developed in the first study was then administered in week 1, week 5, and week 9 of the second study. Results revealed that students believed that while teacher feedback and goal specificity were important for the success of goal setting, it was unnecessary to increase goal challenge. Meanwhile, findings also showed a decrease in students' commitment to their writing goals toward the end of the writing course. Repeated measures correlation analysis further indicated that among the four goal factors, goal commitment demonstrated the strongest correlation with students' perspectives toward the effectiveness of goal setting over time. The questionnaire data were confirmed in the interviews with nine participants. Valuable pedagogical implications are also highlighted in the paper.

PARALLEL SPEAKER 99

**Wednesday, 16 March, 2022
10:40 AM – 11:10 AM
(Room 501)**

TEACHER TRAINING AND DEVELOPMENT PROJECTS - FINDINGS, LESSONS LEARNT, RECOMMENDATIONS AND A CASE STUDY IN INDONESIA

Uyen Pham, Cambridge Assessment English, Vietnam

There have been many projects aiming to provide continuing professional development for English language teachers working in compulsory education, both in the private and public sector, which have met with mixed levels of success. This session focuses on reviewing some of the reasons for these mixed outcomes. Based on these lessons, we will suggest a number of guidelines for designing future projects that hopefully will help training providers and institutions to build effective teacher development projects. In the second part of the

talk, we will draw on a recent case study of how the local government of Denpasar City (Indonesia) has collaborated with Cambridge English in raising standards of English language teaching and learning in this key city, as part of a programme to develop sustainable tourism in Bali. We will explain how the Denpasar teacher empowering project was carried out, how it met with challenges during the pandemic (in 2020), and how we overcame it.

PARALLEL SPEAKER 100

**Wednesday, 16 March, 2022
10:40 AM – 11:10 AM
(Room 502)**

HOW IS EXPLICIT PRONUNCIATION INSTRUCTION AND PRACTICE WITH ICT PERCEIVED BY LEARNERS?

Yasuyo Isobe, Akita Prefectural University, Japan

In spite of the high demand for communicative skills in a target language, pronunciation instruction is not commonly included in language education. Hence, this research aimed to examine the feasibility of explicit pronunciation instruction and practice with ICT tools in remote EFL classes. A total of nine EFL learners participated in this study. The participants first received explicit pronunciation instruction regarding articulations, and then practiced them with automatic speech recognition (ASR) tools. After all interventions (540 minutes in total), the participants were asked to answer questionnaires on the effectiveness of the instruction and practice. The questionnaires revealed that the participants welcomed the pronunciation instruction and practice, suggesting that pronunciation should be included in classes and that pronunciation can be taught and practiced remotely. The participants perceived the explicit instruction as eye-opening, and it helped them to understand the method of articulation and differences between Japanese and English. Moreover, the use of ASR tools decreased anxiety about practicing, because the participants were able to practice pronunciation individually with the tool. Outcomes suggest that pronunciation instruction and practice can be integrated into remote classes, and that practice with ICT tools provides benefits to language education.

PARALLEL SPEAKER 101

**Wednesday, 16 March, 2022
10:40 AM – 11:10 AM
(Room 503)**

THE EFFECTS OF ZOOM IN PROJECT-BASED LEARNING CLASSES IN JAPAN

Ayako Nakai, Toyo University, Japan

This study aimed to examine the effects of project-based learning in English classes, using Zoom and Google slides, on EFL students' anxiety toward online classes. In 2020, 19 undergraduate students pursuing tourism major participated in this study. The students participated in pre and post- writing tests, before and after intervention, respectively. To examine students' anxiety toward English learning classes, the Foreign Language Classroom Anxiety Scale developed by Horwitz, Horwitz, and Cope (1986) was adopted in this study. It was hypothesized that there existed a possibility of increasing students' anxiety because of online classes conducted via Zoom and by using Google slides, which the students had never used before the pandemic. However, the results revealed that the project-based class conducted via Zoom and by using Google slides was successful in decreasing the students' anxiety. After the intervention, a significant difference between the pretest and posttest scores was observed. It proved that projects such as those involving preparation of PowerPoint group presentations by students about their favorite prefectures and creating travel brochures for foreign countries using Zoom and Google slides were useful activities that contributed in improving the students' proficiency in English.

PARALLEL SPEAKER 102

**Wednesday, 16 March, 2022
10:40 AM – 11:10 AM
(Room 504)**

ADAPTING THE FAMILY FRAMEWORK TO THE TEACHING AND LEARNING OF MULTIMODAL LITERACY AT THE PRIMARY LEVEL

Joylynn Lim, Geylang Methodist School (Pri), Singapore
Yan Hoong, Geylang Methodist School (Pri), Singapore

When you look at a poster, a picture book or a meme, do you read or view them, or both? The affordances brought about by digital media and technology have changed the way we now read and view texts. Literacy

has moved beyond its traditional sense of alphabetic literacy to reading and viewing texts with more than one semiotic modes. In response to this changing way of how texts are presented and viewed, multiliteracies is one of the pedagogical emphases in the 2020 EL Syllabus. This action research attempts to translate theory into practice by finding out if the intentional teaching of the aspects in the FAMILY framework will allow pupils to make informed and coherent interpretations of a poster. An adapted model of the FAMILY framework will subsequently be proposed to better suit the learning needs of primary school students.

PARALLEL SPEAKER 103

**Wednesday, 16 March, 2022
10:40 AM – 11:10 AM
(Paterson Room)**

AN INSTRUCTOR'S PERCEPTIONS OF LANGUAGE CHOICE IN A JAPANESE UNIVERSITY EFL CLASSROOM

Miki Harwood, Sophia University, Japan

While in many countries there has been a significant shift away from a monolingual orientation in language teaching towards a fluid use of languages, this shift is not always reflected in foreign language classroom contexts in Japan. This presentation reports on a qualitative research study which explores how an EFL instructor in a Japanese university utilized students' primary language (Japanese) with his students when teaching English through English. The data was collected from classroom observations and stimulated recall interviews with the instructor to elicit his understanding of his language use. The presenter discusses the instructor's perspectives regarding his language choice and uses transcripts of classroom discourse to show incidences of classroom interaction when he used Japanese. The data shows how the instructor utilized Japanese as a teaching tool to keep his students on task while he maintained his use of English as the medium of instruction. The data also explains his sociopragmatic use of Japanese. The instructor's rationale for his use of Japanese is discussed with his positive stance towards students' primary language use in the EFL classroom. The study indicates that the instructor's use of students' primary language has important implications especially for many Japanese institutions that are under increasing pressure to avoid the use of Japanese in EFL classroom contexts.

PARALLEL SPEAKER 104

**Wednesday, 16 March, 2022
10:40 AM – 11:10 AM
(Room 508)**

FREQUENCY AND FAMILIARITY OF FORMULAIC SEQUENCES IN L2 WRITING

Noriko Matsuda, Kindai University, Japan

Research has demonstrated that formulaic language is important in the development of second language competency. Frequency and familiarity of formulaic language lead to advantages in language processing and production and have been shown to be strongly correlated in first language use; however, little is known regarding this area in L2 use among Japanese learners. Therefore, this study explored the correlation between frequency and familiarity of formulaic language and examined overused formulaic sequences (FSs) in written essays of Japanese EFL learners. While frequency is an objective indicator, familiarity is a seven-point subjective scale measuring the frequency of encountering an FS. FSs were extracted from a small learner corpus, which consisted of English essays of 173 first-year Japanese university students, based on FS familiarity data obtained from a survey of 1,050 Japanese university students. Despite the limited number of topics and essays, FS frequency in the learner corpus correlated with FS familiarity in the survey. As there was no correlation between FS frequency in the learner corpus and the British National Corpus of native speakers, familiarity may be reflective of the reality of language use among EFL learners affected by unique language experiences.

WORKSHOP SESSIONS

WORKSHOP W7

Wednesday, 16 March, 2022
11:15 AM - 12:15 PM
(Auditorium)

DIFFERENTIATED ORAL ASSESSMENT TASKS ON STUDENT LEARNING SPACE, RETHINKING ASSESSMENT AND FEEDBACK PRACTICES IN THE POST-COVID-19 WORLD

Serene Tang, South View Primary School, Singapore
Widyawati Mudai, South View Primary School, Singapore

The use of pre-assessment lands itself in the primary school EL classroom. It is used to determine the readiness of learners and different reading tasks were designed to give pupils a voice and choice of how they would like to learn. Assessment rubrics were put online to give pupils a goal to work towards. Pupils will study the rubrics and work towards their individual goals. Every child their personal best. Pupils will upload their recording and teachers will give their feedback. There is even room for peer feedback where pupils will listen to each other and give feedback on their peers' performance. This encourages self-directed learning. Finally, teachers will write actionable feedback to help pupils work on them. In order to check if the child has learnt, there will be another formative assessment. These interesting differentiated instructions tasks are designed by our teachers and made available on the Student Learning Space for Primary 1 to Primary 6 pupils to use. From a systemic point of view, there will be changes made to assessment to support the use of technology in learning. Non-weighted assessment tasks shifting online pioneers the change. Gradually, the school is ready to introduce differentiated activities in the classroom.

WORKSHOP W8

Wednesday, 16 March, 2022
11:15 AM - 12:15 PM
(Tanglin Room)

TRANSFORMING PRONUNCIATION WITH HAPTIC TOUCH

David Bishop, Tokyo International University, Japan

In the current climate of English language education at the tertiary level in Japan, there remains a disconnect between student ability, motivation, and identity. Though highly motivated to improve their English skills, many students fall victim to a lack of identity in the classroom due to improper pronunciation, which leads to a lack of confidence. After years of English study, the majority of Japanese students still fail to build a classroom identity imbued with the self-assurance needed to overcome traditional fossilized pronunciation errors. This is often a direct consequence of inaccurate instruction on behalf of their teachers. Therefore, this pronunciation workshop is designed to let teachers take ownership of the classroom pedagogy when it comes to pronunciation at the phonemic level. Teachers will learn haptic pronunciation techniques, the essence of which is the controlled, systematic use of gesture, touch and movement to anchor pronunciation form in the brain. By the end of the workshop, attendees will be able to convey mastery of the North American /th/, /f/, /v/, /l/, /n/ and /r/ to students, who will then gain autonomy over their own pronunciation proficiency and awareness of where their current failures lay. The presenter will demonstrate to teachers specific techniques designed to fit any classroom at any level, and within minutes lead students to perfect their phoneme pronunciation to the level of a native North American speaker of English.

WORKSHOP W9

Wednesday, 16 March, 2022
11:15 AM - 12:15 PM
(Room 502)

FIRST-YEAR TEACHERS' NEED FOR SUPPORT IN THEIR TRANSITION TO WORK DURING THE COVID-19 PANDEMIC

Zixi Liang, Monash University, Australia

The 2020 graduated teachers experienced curtailed placements during the unprecedented time of the global pandemic, which led to limited experiences of practice in the real classroom and school communities. In this qualitative case study, I sought to explore the ways that the Covid-19 disruptions have shaped the three participating first-year teachers' experiences of support from their Australian primary school setting in 2021. Data for the study were generated through semi-structured Zoom interviews and analysed by using thematic analysis. I found that the Covid-19 disruption added complexities to the uncertainty and unpredictability of the real classroom. However, there is a tension between the increasing complexity of the classroom situations

and the insufficient skills and expertise of the first-year teachers. This crisis has intensified first-year teachers' need for support in applying practical skills: managing students' behaviours because of the impacted students' social-emotional health; differentiating instructions for students with special needs; planning for both online and onsite teaching. This study implies that great efforts are needed to develop a comprehensive support structure to support first-year teachers in their transition to the teaching workforce during this global pandemic.

WORKSHOP W10

Wednesday, 16 March, 2022
11:15 AM - 12:15 PM
(Room 503)

IMPROVING SECONDARY SCHOOL STUDENTS' CONVERSATION SKILLS WITH BOAR ORAL THINKING FRAME

Cheryl Lim Ming Yuh, Outram Secondary School, Singapore
Grace Ng, Outram Secondary School, Singapore

The Spoken Interaction segment of the O and N Level oral Examination is a highly demanding paper where students are required to provide extemporaneous yet developed replies to questions from the examiners. This requires highly developed thinking skills and strategies to activate the long-term and working memory. Thinking frames are tactics students can employ to aid their thinking and show how they can proceed in a certain direction (Perkins, 2012). The structuring of thoughts reduces 'purposeless wandering' and, as Brown (2001) stated, is a strategy to increase 'communicative competence' that brings about effective communication (Casamassima & Insua, 2015). Organisation leads to coherent articulation of their thoughts (Malmir & Shoorcheh, 2012) and a deeper grasp of vocabulary and higher speaking motivation (Sanavi & Tarighat, 2014). Thus, BOAR is developed as a set of thinking frame with four thinking skills: Balance, Opposites, Alternatives and Reason that act as thought organisers to structure thinking processes (Moseley, Elliott, Gregson & Higgins, 2005). It was conceptualised in 2016 by the speaker and implemented as a research project from 2016 to 2017. Apart from higher scores achieved in Spoken Interaction, 59.5% of students agreed that BOAR was useful for generating ideas and 58.1% felt it was helpful in analysing an issue more deeply. They said it helped them to 'organise ideas in a professional way', 'think more than usual' and gave them 'more to talk about'. Teacher-participants said that it gave students 'a language to structure their thoughts'. Students reflected that they were positive about using B.O.A.R in their daily lives and found it useful for other subjects such as the Humanities. When BOAR was shared at CHIJ ELL Symposium in 2019 and TLW@AST in March 2020, many participants found it useful and a couple consulted us on how to implement B.O.A.R department-wide in their school.

WORKSHOP W11

Wednesday, 16 March, 2022
11:15 AM - 12:15 PM
(Room 504)

POWER UP!: DESIGNING A POWERFUL CURRICULUM FOR DYSLEXIC STUDENTS WITH TABLETOP GAMES

Shaun Low, Swords & Stationery, Singapore

This workshop aims to explain the effectiveness of intervention for dyslexic students when tabletop games are directly integrated into lessons, and demonstrates how educators can design a game-based curriculum for such students. The first half involves an in-depth look at tabletop games, how a game-based class is structured, and what intervention methods and principles are involved. Pre- and post-test evidence, accrued from my work as an educational therapist over the course of 8 years with dyslexic students, will also be presented. The evidence strongly suggests that dyslexic students not only become more motivated when games are involved, but also improve in their ability to retain information. This correlates with existing literature that postulates the benefits of games such as Dungeons & Dragons. For the second half of the workshop, participants will learn to structure a game-based lesson that adheres to the syllabus. They will learn more about such games and how their mechanics can be tied in with students' learning objectives. They will also get to experience these games, which will likely be an eye-opener for many. By the end of the second half of the workshop, educators should develop some fond memories and a much better idea of how they can design a lesson or curriculum that makes learning enjoyable for students, including those with dyslexia.

WORKSHOP W12

**Wednesday, 16 March, 2022
11:15 AM - 12:15 PM
(Paterson Room)**

POWER GRAMMAR 1.0

Chia Mien Tan, Singapore Management University, Singapore
Ivy Chan, Singapore Management University, Singapore

At Singapore Management University (SMU), teaching writing to students with different abilities and educational backgrounds is achieved through our Writing and Reasoning (WR) module using Problem-Based Learning. As part of this module, instructors are also required to tackle grammar issues students face. However, there is often insufficient time to do so during class. The Power Grammar 1.0 application, an online game played by 602 SMU freshmen who have taken the WR module to-date, enables students to effectively learn and review grammar in context (Derewianka & Jones, 2016). Through editing problematic pieces of authentic student writing, students get feedback on their performance in six areas which they typically have trouble with (Wolfe et al, 2016). Power Grammar 1.0 not only allows students to work independently on grammar areas they are weak but also allows instructors to monitor student progress as they use the application.

PARALLEL SESSIONS

PARALLEL SPEAKER 105

**Wednesday, 16 March, 2022
13:25 PM – 13:55 PM
(Auditorium)**

CREATING A LEVEL PLAYING FIELD: EQUITABLE AND INCLUSIVE LANGUAGE ASSESSMENT

Peter Davidson, Zayed University, United Arab Emirates

All students, including those with physical and learning disabilities, have the fundamental right to be granted equal access to fair assessment that does disadvantage them in any way. This paper presents a case study on how our university attempts to ensure equal access to fair language assessment for our students with special needs through a number of innovative accommodations. We begin by outlining how the rights of our students with special needs, (what we refer to as students of determination), to fair assessment are embedded in both national and institutional inclusive education policies. We provide a brief overview of some of the physical disabilities and learning disorders that our students of determination may have (McCrea, 2009). We then move on to describe the accommodations that are offered to our students of determination to ensure that they are not disadvantaged in any way. These accommodations include changes to the testing environment, adaptation of testing materials, and the use of assistive technologies such as braille and screen readers. We conclude by discussing how we attempt to ensure that validity and reliability are not compromised in any way when we offer these accommodations to our students of determination. The accommodations that we offer help to create a level playing field for our students of determination, ensuring greater inclusivity and opportunity, and significantly enriching their educational experience.

PARALLEL SPEAKER 106

**Wednesday, 16 March, 2022
13:25 PM – 13:55 PM
(Tanglin Room)**

CREATING A SOCIALLY INCLUSIVE LANGUAGE LEARNING SUPPORT SYSTEM IN A MULTICULTURAL HIGHER EDUCATION INSTITUTION

Sajida Sultana, Tata Institute of Social Sciences, India

This paper discusses the English language pedagogy in a higher education learning environment with focus on courses designed to bridge the distance between the language demands of the postgraduate programmes and the English language capabilities of students pursuing Masters in Social Sciences in Hyderabad, India. This study identifies the academic language challenges and demonstrates the inclusive instructional strategies adapted. Further, it underlines the necessity of a socially inclusive teaching-learning ecosystem to realise the holistic and interdisciplinary nature of English language learning.

PARALLEL SPEAKER 107

Wednesday, 16 March, 2022
13:25 PM – 13:55 PM
(Room 501)

ANALYSING INTERLANGUAGE ERROR AND VOCABULARY IN L2 WRITING OF HIGH SCHOOL LEARNERS

Apisak Sukying, Mahasarakham University, Thailand
Rangsawoot Matwangseang, Mahasarakham University, Thailand

Knowledge of grammar and vocabulary plays an essential role in second language production. However, second language (L2) learners often commit grammatical errors since they are in L2 development. Therefore, this study investigates the interlanguage grammatical errors and vocabulary use in English written essays of 86 Thai EFL high school learners. A combined corpus of 21,104 tokens in English writing was analysed using Dulay et al.'s (1982) surface strategy taxonomy: omission, addition, misformation, and misordering. Overall, the results showed that additions were the most common interlanguage errors. This was followed by omissions, misformations and, finally, misorderings. The analysis of the results also revealed that 89.02% of the written texts were high-frequency words and academic vocabulary. Together, these findings indicate that Thai EFL high school learners' interlanguage may be caused by language transfer and overgeneralization. Further, the results also suggest the limited vocabulary of Thai high school learners. Other implications in light of L2 writing instruction and vocabulary learning will be discussed.

PARALLEL SPEAKER 108

Wednesday, 16 March, 2022
13:25 PM – 13:55 PM
(Room 502)

ON-SITE TO ONLINE: TACKLING THE CHALLENGES OF TRANSITIONING TO DISTANCE-LEARNING

David Patrick Allen, Chubu University, Japan
Seiko Oguri, Chubu University, Japan

As a result of the COVID-19 Pandemic in 2020, instructors throughout the world were forced to adapt a distance-learning model for their classrooms. This is a case study of a two-year blended learning general English curriculum at a Japanese university over four semesters. The students in the program are robotics engineering majors that typically enter the university with poor motivation to learn English and often are at a false beginner level. The study details the experiences of adapting the curriculum from a hybrid online and face-to-face course to a fully distance-learning course and the impact the changes had on both students' willingness to communicate and their attitudes toward learning English, as well as their English proficiency. It also discusses the importance of teacher collaboration in an online environment. Finally, this study explains how the course evolved over four semesters in order to better facilitate student needs and desires. The primary data for the study comes from student questionnaires, student written self-reflections, recorded online class sessions, and proficiency test results over four semesters of instruction.

PARALLEL SPEAKER 109

Wednesday, 16 March, 2022
13:25 PM – 13:55 PM
(Room 503)

SELF-ASSESSMENT TO FOSTER ASSESSMENT FOR LEARNING IN PRE-SERVICE ESL TEACHERS

Lina Mukhopadhyay, The English and Foreign Languages University, India

Self-assessment (SA) as an alternative to externally administered summative tests is considered a powerful tool for classroom-based language learning (Bachman and Palmer 1989). SA also has the potential to support content learning of ESL teachers to make them more responsible and aware of knowledge application. So SA can support assessment for learning (AfL) (Green 2018) by giving indications to pre-service teachers about the quality of learning they have engaged with and what they need to do to gain further knowledge. But SA can foster learning provided the tools of evaluation are made transparent and reliable (Li and Zhang 2020). A study of 30 pre-service Indian ESL teachers was conducted to examine the reliability of SA in fostering AfL and the role of SA construct variables. Three rounds of SA were completed in six months using a multi-component task-specific criterion on a three-point Likert scale. A moderate positive correlation of SA with tutor assessments proved its concurrent validity. Three moderating variables, SA criteria (alignment with task requirements), SA form (criterion-referenced), and SA modality (online), impacted their use. A thematic analysis of participant reflections further revealed that the specificity of SA served to provide feedback and create awareness in the participants.

PARALLEL SPEAKER 110**Wednesday, 16 March, 2022
13:25 PM – 13:55 PM
(Room 504)****TOWARD GLOCAL STANDARDS OF EQUITY AND INCLUSIVITY IN ENGLISH LANGUAGE EDUCATION POLICY**

Kristof Savski, Prince of Songkla University, Thailand

Over the last decade, language education has been at the centre of seemingly opposing forces when it comes to scholarship and policy. At the scholarly level, there has been a growing awareness of the need to focus on promoting equity and inclusivity in language education by deconstructing the "common sense" around English: its borders (translanguaging), its form (Global Englishes and English as a Lingua Franca) and the neutrality of its standard varieties in cultural terms (raciolinguistics) and from economic standpoint (political economy). At the policy level, however, we have not only witnessed a continuation of the historic status quo built on this "common sense", but can also discern its strengthening through the proliferation of global language policy instruments, like transnational frameworks (e.g. CEFR) and rankings (e.g. EF English Proficiency Index). In this presentation, I will argue that the schism between these two opposing forces must be addressed more systematically in language education. In particular, more work must be invested in reconciling global policies like CEFR with local repertoires, for which a precondition is an acceptance by scholars, policymakers and practitioners, that any equitable and inclusive framework of language education must be glocal - reflective of both global aspirations and local realities.

PARALLEL SPEAKER 111**Wednesday, 16 March, 2022
13:25 PM – 13:55 PM
(Paterson Room)****GOING BEYOND: DEVELOPING LANGUAGE COMPETENCIES THROUGH ENGAGING STUDENT VOICES**Li Yen Yeo, Haig Girls' School, Singapore
Sunita Singh, Haig Girls' School, Singapore

Today's youths are constantly bombarded with information; to navigate and excel in this new, information-overloaded world, young learners must develop stronger linguistic and communicative competence, adaptability and flexibility (MOE, 2020). This paper discusses two innovative platforms, Beyond the Story (BTS) and Structured Airtime, within a Singaporean primary schools English teaching curriculum targeting these competencies by focusing on students voices. BTS engages students in rich dialogues on contemporary issues and values through deep discussion of a variety of texts, from news articles and opinion pieces to values-based short stories. BTS sessions deviate from traditional reading comprehension tasks, offering students a safe space to exercise perspective-taking and critical thinking. Structured Airtime gives students unprecedented autonomy to initiate, design and execute teaching and learning. Students take full ownership to develop their own presentations on a topic of their choice, and become confident advocates as they present to and engage their peers. Both programmes allow students to develop and apply skills necessary for self-directed learners, active citizens and passionate advocates, and have resulted in an observable increase in student engagement, motivation and confidence. They warrant further strategic refinement to better help our youths become discerning readers, empathetic communicators and creative inquirers (MOE, 2020).

PARALLEL SPEAKER 112**Wednesday, 16 March, 2022
13:25 PM – 13:55 PM
(Room 508)****INFLUENCE OF LINGUASKILL ON THE EMPLOYMENT POTENTIAL OF FINAL YEAR UNDERGRADUATE STUDENTS**

Lilliati Ismail, Universiti Putra Malaysia, Malaysia

Linguaskill is an online test by Cambridge Assessment English to measure English language proficiency. As it is a relatively new test, there is a need to investigate its potential as an exit test for university students. Therefore, the objectives of the study were to identify final year undergraduate students' proficiency levels as indicated by Linguaskill, gauge their perceptions of Linguaskill, and explore how Linguaskill results would influence prospective employers when considering job applications. Data was gathered from 192 students in STEM-related faculties in a university in Malaysia and 34 employers. Data was collected using the Linguaskill

test, questionnaires and semi-structured interviews. Results indicate that there is a need for the university to focus on the speaking and writing components of their English language proficiency programmes as test takers did not perform as well in these components as they did in the listening and reading components. Results also show that test takers are confident that outstanding Linguaskill results will help them obtain employment, they are motivated to apply for a job with the Linguaskill certification, and employers perceive Linguaskill as a useful screening tool and they have confidence in the accuracy of the Linguaskill results.

PARALLEL SPEAKER 113

**Wednesday, 16 March, 2022
14:00 PM – 14:30 PM
(Auditorium)**

TIME TO CHANGE THE MINDSET OF ENGINEERING STUDENTS TOWARDS ENGLISH: "HATE" TO "MAY NOT HATE"

Maki Ichimura, Ritsumeikan University, Japan

This study was conducted with the aim of changing the mindset of engineering major students toward English. The overarching goal was to change their mindsets from "I hate English." to "I might not hate English." We, in Japan, all go through six years of English education in school, yet, our ability to communicate in English is poor. Unfortunately, English was hitherto considered as an additional skill but not an essential skill for engineering majors in Japan. However, in the current borderless societies, Engineering majors with good English communication abilities are vital to Japan's successful future development as they need to communicate with their colleagues and customers outside of Japan for research and international projects purposes. One of the issues why many of Japanese engineering students tend to hate English is that they look for a completely exact translation between Japanese and English when they speak. They do not know that it is often not possible to translate Japanese words into English, and vice versa. The author teaches "Advanced English for Information Science and Engineering" and uses a popular Japanese animation DVD to tackle the issue. The author shares with the audience the approach and how students' mindsets were changed.

PARALLEL SPEAKER 114

**Wednesday, 16 March, 2022
14:00 PM – 14:30 PM
(Tanglin Room)**

NEEDS ANALYSIS FOR THE DEVELOPMENT OF AN ENGLISH FOR MEDICAL PURPOSES CURRICULUM

Marcellus Nealy, Juntendo University, Japan
Yuki Namiki, Juntendo University, Japan

Given Japanese medical education requirements, the demands of globalization, and the desire to improve student motivation, it is essential to take a critical look at the medical English course and aptly update it to support students better. Through our surveys and analysis, we aimed to identify needs, understand learners' attitudes, and improve the curriculum. This presentation discusses a project to develop medical English courses for second-year medical students. First, we will discuss findings on students' attitudes and needs. We designed questionnaires and used open coding to classify the data generated from the surveys into common themes, and then axial coding to detect categorical and conceptual relationships between the open codes. The initial survey showed a negative bias towards English language studies. It also showed students' need to see a clear connection between English classes and their future goal of becoming healthcare professionals. After we redesigned the curriculum to meet students' needs, they reported a more positive attitude towards English studies and increased motivation. Based upon these findings, we then further solidified the curriculum and designed a textbook for healthcare students that meets wider needs of Japanese healthcare professionals and helps them grow professionally.

PARALLEL SPEAKER 115**Wednesday, 16 March, 2022
14:00 PM – 14:30 PM
(Room 502)****VIRTUALLY THERE: ACCESSING TRANSNATIONAL EDUCATION WHEN COVID HAS MADE THE WORLD INACCESSIBLE**

Mark Fraser, University of Wollongong, Australia

The COVID pandemic has created many challenges for both English-medium instruction and teacher education in higher education. Many institutions in Indonesia are required to deliver English-medium courses remotely that require teachers to adapt their teaching using a range of new digital learning platforms. Closed international borders in Australia have severely impacted professional experience opportunities in TESOL teacher education programmes. Yet despite these challenges, opportunities materialised to provide engaging and equitable English language learning and teaching experiences within both contexts. This presentation explores one of those opportunities through a professional placement programme arrangement between institutions in Australia and Indonesia. Interview data from participants involved in the programme explored knowledge exchange and the influence of this exchange on teacher development. Initial findings show that despite the limitations imposed by the pandemic, and the heavy reliance on new and largely untested technology, the opportunity to engage in a quality teaching and learning experiences were present. One implication to emerge from this programme is its potential to contribute positively to addressing equity in and, more specifically, access to quality transnational higher education as we continue to define the new normal for global English language learning in higher education beyond the pandemic.

PARALLEL SPEAKER 116**Wednesday, 16 March, 2022
14:00 PM – 14:30 PM
(Room 503)****TEACHER CONCEPTIONS OF CLIL IN A STANDARDIZED ENGLISH LANGUAGE COURSE**

Matthew Schaefer, Sophia University, Japan

Many Japanese universities have language centers tasked with providing required English language courses for all first-year students. These courses often aim to help students improve academic abilities across all four language skills. As these courses are compulsory, efforts should be made to standardize learning goals for all students in order to maintain reliability, although this poses challenges with a course taught by multiple teachers. One solution is to set specific learning outcomes in the form of productive and receptive tasks. Another is to set a center policy regarding a teaching approach, e.g., CLT or CLIL, that all teachers are asked to follow. However, this raises questions about the different ways in which the teachers may perceive and implement the approach, and what level of standardization is desirable. This presentation reports on an ethnographic case study of a university language center that employs a CLIL policy for the required English language course it provides to first-year students. The aim was to determine if teachers of the course have qualitatively different conceptions of CLIL, how they developed their conceptions of CLIL, and what implications these findings have for the center and others like it. Data was collected through interviews with eight teachers of the course. Transcriptions of the interviews were then analyzed in order to identify three distinct conceptions of CLIL and possible sources of those conceptions. Finally, activity theory was used to consider how appropriate standardization of a teaching approach can lead to professional development through interaction among colleagues.

PARALLEL SPEAKER 117**Wednesday, 16 March, 2022
14:00 PM – 14:30 PM
(Room 504)****DESIGNING ONLINE TEACHING FOR INCLUSIVITY THAT PROMOTES LEARNER INTERACTION**

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

Designing second language teaching and learning for inclusivity is vital to promote interactions and ensure engagement of diverse learners. Teachers' instructions and materials should be able to address students' language learning needs. Nonetheless, promoting online interactions is challenging, especially in a class of diverse learners. Teachers need to consider instructions that can be understood and followed by these learners. Failure to do so could disrupt learners' learning process. Online teaching and learning could be intimidating for second language learners which could make them become engagement. This creates a challenge for teachers to conduct activities that require students to work collaboratively. This study explored

learners interactions and engagement in an online second language learning class. The study also examined the extent to which learners interact, wither with their teachers or their classmates, during an online teaching and learning, synchronously or asynchronously. Data were collected from 100 secondary school students through a questionnaire. This study discussed the findings regarding the factors that affected students' interaction and engagement. The study also highlighted the key considerations in designing online teaching for inclusivity to ensure learner interaction and engagement, either synchronously or asynchronously. In addition, the implications of these findings and recommendation for future research are also discussed.

PARALLEL SPEAKER 118

**Wednesday, 16 March, 2022
14:00 PM – 14:30 PM
(Paterson Room)**

INTERSECTIONS OF ESL AND EFL TEACHERS' PERCEPTIONS AND PRACTICE OF GRAMMAR TEACHING

Muhammedali Chalikandy Puthiyapurayil, Al Buraimi University College, India

This study examines teachers' perceptions and practice of grammar teaching in two divergent learning contexts: ESL India and EFL Oman. Since teaching is influenced by the teachers' perceptions (Clark and Peterson, 1986), a number of studies have explored the relationship between the perception and practice (e.g. Pajares, 1992; Mohammed, 2006; Nishimuro and Borg, 2013) around the world. Nevertheless, very little has been done in ESL India and EFL Oman; furthermore, the few studies that were done in India (Shashirekha, 2014) and In Oman (Al Kalbani 2004; Al Siyabi 2009) focused on school teachers. Therefore, there is a paucity of research on the perception of teachers at tertiary level in both contexts. Above all, no study has compared these two contrasting teaching and learning contexts of English. Because this study focused on teachers perception, interpretative qualitative approach is used. 18 English teachers, 9 from each context, were interviewed and their classrooms were observed to collect data. the result shows that there are differences and similarities between the contexts and there is a correlation and disconnect between the perception and practice.

PARALLEL SPEAKER 119

**Wednesday, 16 March, 2022
14:00 PM – 14:30 PM
(Room 508)**

EFFECTS OF SHORT-TERM STUDY ABROAD TO EFL COUNTRIES FOR JAPANESE HEALTHCARE STUDENTS

Mitsuko Yamamoto, Kyoto College of Medical Science, Japan
Tomonari Tomitaka, Kyoto College of Medical Science, Japan

This study presents the effects of two short-term study abroad programs (approximately ten-day periods) for Japanese healthcare students to Asian countries where English is not the first language. Participants experienced visiting medical hospitals, having clinical training, and attending an international conference. Under these circumstances, can students increase their global competence, strengthen their English proficiency, and acquire knowledge in their area of specialty? Pre-and post-surveys were administered to 22 participants. The analysis was based on the data collected through an English listening test, questionnaires about their willingness to communicate (WTC), and self-evaluations on their English abilities including cross-cultural understanding. Furthermore, qualitative data extracted from the students comments regarding what they learned during these study abroad experiences were analyzed. Although there were no statistically significant changes in English listening proficiency, the results showed an increase in students level of WTC when engaging in group communication. Moreover, students felt improvements in their speaking ability. Finally, their positive attitudes toward English learning and deep insights into their future career, which resulted from the intercultural interaction and experiences in a Lingua Franca context, will be shared.

INVITED SPEAKERS

INVITED SPEAKER 12

**Wednesday, 16 March, 2022
14:35 PM – 15:35 PM
(Auditorium)**

TOWARDS TEACHING ENGLISH WITHIN MULTILINGUALISM

Tomokazu Ishikawa, Center for English as a Lingua Franca, Tamagawa University, Japan

On the one hand, English language teaching (ELT) generally treats the English language as if it were a systematic 'object'. After all, named languages, including English, may be regarded as historically and politically crafted, nationally and monolingually orientated, and therefore ideological entities. On the other hand, in line with 'trans-' theories in applied linguistics (e.g., Hawkins & Mori, 2018), the research field of English as a lingua franca (ELF) targets communicative phenomena as observed at a global scale. Empirical data illustrate that most English users communicate through multilingual, multimodal, and multicultural resources, and in the process of communication, the boundaries of these resources become blurred and transgressed (e.g., Baker & Ishikawa, 2021). Against this backdrop, the author highlights the tension between the ideological 'fixity' of the English language and the pragmatic 'fluidity' of communication among English users in a multilingual world. He suggests a way to negotiate this tension on students' initiative in the language classroom through proposed guidelines for teaching English within multilingualism. It is hoped that these guidelines help students to work towards creating their own social spaces, practices, and identities as English-speaking global citizens.

INVITED SPEAKER 13

**Wednesday, 16 March, 2022
14:35 PM – 15:35 PM
(Tanglin Room)**

SOME IMPLICATIONS FOR INCLUSIVE AND EQUITABLE PEDAGOGIES FROM CULTURAL AND NEURODIVERSITY

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

In this talk, I address three main ideas of the conference: diversity, inclusion, and equity. First, to accommodate all learners in our classrooms, I suggest a broadened concept of diversity, including traditional notions of cultural diversity as well as more recent theorizing about neurodiversity. Cultural diversity is created through socialization, for example, ethnic and linguistic affiliations and gender and social roles. Neurodiversity refers to a spectrum of variation in the human brain evident in the way individuals think, feel, and respond to others and the environment. Second, consequent on our perception of diversity is our view of students. Instead of constructing learners as having 'needs' and 'special needs', a broad view of diversity leads to constructions of the learner as someone who brings cultural resources and neurological strengths to the learning experience. Third, by referring to recent research data, I present pedagogies to match ideas of learners' resources and strengths, for example, Assessment for Learning techniques, funds of knowledge, responsive dialogue, and cross-linguistic approaches, all of which can lead learners to a meta-awareness of their own resources and strengths to be drawn on in learning. Fourth, being realistic, I present some of the constraints to my proposal.

INVITED SPEAKER 14

**Wednesday, 16 March, 2022
14:35 PM – 15:35 PM
(Paterson Room)**

INCLUSIVITY AND EQUITY IN THAILAND'S ELT: INNOVATIVE APPROACHES TO CLASSROOM DIVERSITY

Supong Tangkiengsiririn, Language Institute, Thammasat University, Thailand

Inclusivity enhances educational equity and ensures access to education for all students. In inclusive English language classrooms, whether onsite or virtual, all learners receive indispensable support to develop their skills and abilities. ELT practitioners and administrators need to provide innovative syllabuses to address the diverse communities of learners. This presentation will discuss key issues and current trends in promoting inclusive education in classrooms, particularly in Thailand, where English is taught as a foreign or global language. It will then move on to present how various local and international organizations have contributed to the equity in language teaching and learning through teacher education programs and classroom practices. Despite challenges in the Thai context, current ELT approaches have placed more emphasis and importance

on the inclusivity and diversity in English language education throughout the country. This talk will also reveal interview data from a narrative inquiry regarding how ELT teachers and practitioners address inclusivity and equity in their teaching and assessments. Practical implications on the scholarly investigation of inclusive practices in language pedagogies will be discussed.

PANEL DISCUSSION 3

**Wednesday, 16 March, 2022
15:45 PM - 16:35 PM
(Auditorium)**

PANEL TOPIC: EQUITY AND INCLUSIVITY IN LANGUAGE CURRICULUM, PEDAGOGY, ASSESSMENT AND TEACHER EDUCATION

Panel: Spong Tangkiengsirisin, Sally Ann Jones, Roy Cross, Louise Gilbert & David Gerlach
Moderator: Joel Meniado

CLOSING

**Wednesday, 16 March, 2022
16:35 PM - 16:45 PM
(Auditorium)**