

SEAMEO REGIONAL LANGUAGE CENTRE

57TH RELC INTERNATIONAL CONFERENCE

RETHINKING ENGLISH LANGUAGE TEACHING AND LEARNING FOR A COVID-19 ENDEMIC WORLD: GLOBAL, GLOCAL AND LOCAL PERSPECTIVES

13 - 15 March 2023

ABSTRACTS

PROGRAMME

MONDAY, 13 MARCH

INVITED SPEAKERS

INVITED SPEAKER 1

Monday, 13 March 2023
10:10 AM - 11:00 AM
(Auditorium)

THE FUTURE OF ENGLISH IN SOUTHEAST ASIA

Ian Clifford, British Council, United Kingdom

We are living through a period where the pace of change seems relentless. Changes profoundly affecting countries of South East Asia include the Covid-19 pandemic and associated movement of educational delivery online and ongoing geostrategic realignments, all of which have implications for the use and teaching of the English language. The session will draw on a multi-phase research programme into the Future of English globally, which forms the basis of a ground-breaking publication to be released this April and detailed research into the challenges and opportunities associated with the teaching of English as a subject in the countries across South East Asia. Future of English aims to identify key trends defining the role of English as a global language in the coming decade, and the issues and opportunities for countries around the world in achieving their goals for the use of English in their contexts. This work revisits and builds on previous work by Graddol (1997 and 2006). The ESBE (English as a Subject in Basic Education) in ASEAN research led Subhan Zein (2022) reviews the ideological contestation of English policies in the multilingual context of ASEAN countries, challenges for teachers implementing English teaching policies and how teaching English as a subject relates to ASEAN integration and English varieties. The session will distil and integrate the findings from these important pieces of research to provide teachers of English in the countries of South East Asia with a roadmap for navigating the implementation of high quality and effective teaching and learning of English during times of dramatic change and disruption.

INVITED SPEAKER 2

Monday, 13 March 2023
10:10 AM - 11:00 AM
(Rooms 506-508)

TEACHERS' USE OF TECHNOLOGY WITH YOUNG LANGUAGE LEARNERS IN THE COVID-19 ENDEMIC WORLD

Benjamin Moorhouse, Hong Kong Baptist University, Hong Kong

In the pre-pandemic world, the frequent use of technology for teaching in the typical young language learner classroom was rare. This all changed with the emergence and rapid spread of the COVID-19 virus. The pandemic forced teachers to reconceptualize their teaching fully mediated through technology. This led to innovation and the widespread use of technology for teaching. However, we are now in the COVID-19

endemic world, where teachers and students have returned to physical classrooms. In this talk, drawing on my own empirical work and the work of others, I will share the effects COVID-19 has had on teachers' use of technology with young language learners, and how teachers are now using technology in their physical classrooms to enhance and transform their practices. I will also propose innovative ways teachers can use technology for teaching.

PARALLEL SESSIONS

PARALLEL SPEAKER 1

**Monday, 13 March 2023
11:10 AM - 11:40 AM
(Auditorium)**

RETHINKING ENGLISH LANGUAGE TEACHING WITH REFERENCE TO ELF

Paul Leslie McBride (Featured Speaker representing JACET), Tamagawa University, Japan

When language teachers and administrators consider the widespread use of ELF (English as a Lingua Franca) and contemplate the implications for English as a subject to be taught in local contexts, three significant needs emerge: 1) understanding ELF, 2) scrutinizing ideology in curriculum, and 3) conceptualizing and enacting curricular change. The presenter will attempt to address these needs by highlighting aspects of ELF which may be beneficial for educators to discern, by examining effects of essentialism and reductionism in English language teaching, and by presenting measures for teachers to consider. Amid connections between academic knowledge and privileged groups within society, principled program development and corresponding equitable outcomes involve professional struggle. The presenter will share findings of an empirical study suggesting that despite such professional struggle, teachers at a university English centre in Japan are progressively transforming language teaching practices to reflect ELF use, and increasingly willing to experiment with ELF-related pedagogy. It is hoped that teachers and administrators might be encouraged to reflect critically on widespread, longstanding assumptions and world views which are influential but hidden in classroom contexts, and to consider whether local curricular change in response to ELF is appropriate.

PARALLEL SPEAKER 2

**Monday, 13 March 2023
11:10 AM - 11:40 AM
(Rooms 506-508)**

AN ONLINE INTERACTIONIST DYNAMIC ASSESSMENT APPROACH TO FEEDBACK AND REVISIONS IN ACADEMIC WRITING IN AN EAP PROGRAMME

Adam Steinhoff, University of Sydney, Australia

Recently, there has been a growing number of studies on the use of dynamic assessment (DA) to provide writing feedback to learners. At the core of DA is Vygotsky's (1978) Sociocultural Theory and the use of working within learners' Zones of Proximal Development (ZPD). In doing so, teachers not only provide feedback to learners, but are also able to gain deeper insights into their learners' potential language abilities. In addition to a growing number of studies on DA are calls for research into how DA approaches can be practically incorporated into classroom practice. The current study explored the use of online DA, using Zoom, to provide feedback and allow for immediate revisions to EAP learners' academic writing. Five students from an EAP programme at a university in Australia volunteered to participate in the study. The study addresses the following research questions: (1) What are the sociocultural processes during one-to-one online DA feedback sessions on academic writing with ESL international EAP students? (2) What revisions do ESL international EAP students make to their academic writing during one-to-one online DA feedback sessions? (3) How do the sociocultural processes influence the revisions that ESL international EAP students make to their academic writing? Qualitative data was collected to answer the three research questions. Data analysis is currently underway and the results of the study are pending. It is believed that the results of the study will shed light on how teachers can use DA in the EAP classroom to complement summative assessment, either as part of an online delivery or as a way of providing online feedback to students outside of onsite face-to-face teaching.

PARALLEL SPEAKER 3

**Monday, 13 March 2023
11:10 AM - 11:40 AM
(Tanglin Room 1)**

TPACK-SAMR DIGITAL LITERACY COMPETENCE AND TECHNOSTRESS: A CORRELATIONAL STUDY AMONG EFL LECTURERS

Afif Ikhwanul Muslimin, Universitas Negeri Malang, Indonesia
Nur Mukminatien, Universitas Negeri Malang, Indonesia

This study aimed to scrutinize the correlation between EFL lecturers digital literacy competence (DLC) based on TPACK-SAMR framework and their technostress. In addition, this study revealed how two variables impacted the lecturers teaching performances in the classroom. Therefore, a correlational design with a descriptive explanation model was conducted. The participants were six EFL lecturers from six different universities in various cities in East Java, Indonesia. The data were collected by administering TPACK-SAMR DLC and technostress questionnaires, conducting semi-structured interviews, and documenting teaching scenarios. The results showed that all participants experienced teaching EFL for more than 4-6 years. They were confident with their Pedagogical Knowledge and Content Knowledge. However, they claimed it was hard to mingle them into a harmonious teaching process with technology that challenged them to achieve the highest level of TPACK-SAMR DLC. Relevant to this fact, they showed a high level of technostress as a 0.72 correlation coefficient showed it. Henceforth, their EFL teaching performances reflected the minimum operation of technology functionalities to mediate EFL teaching by substituting and augmenting the technology. This study highlights the importance of DLC training in escalating the positive outcomes of EFL teaching with technology as well as minimizing technostress.

PARALLEL SPEAKER 4

Monday, 13 March 2023
11:10 AM - 11:40 AM
(Tanglin Room 2)

DOES SHADOWING PRACTICE POTENTIALLY IMPROVE WORKING MEMORY CAPACITY AND L2 PROFICIENCY?

Akemi Kawashima, Soka University, Japan
Yutaka Yamauchi, Soka University, Japan

Working memory, which deals with processing and storing information, plays an essential role in performing complex cognitive tasks such as language comprehension, production and reasoning (Gathercole & Baddeley 1993). High proficiency learners are reported to have high working memory capacity (WMC) and perform complex linguistic tasks (Prebianca et al. 2014). Based on this assumption, language training with high cognitive load such as shadowing is expected to promote WMC enhancement and improve proficiency of learners. Since shadowing requires listening comprehension and oral reproduction simultaneously using various linguistic knowledge, shadowing is regarded as a complex cognitive training that can accelerate WMC enhancement. However, few studies have been conducted to empirically examine the direct relationship between shadowing, WMC and L2 proficiency to date. In this study an experiment was implemented to clarify this relationship. A total of fifty EFL learners took three types of tests: shadowing test, listening span test (LST) and TOEIC to measure shadowing performances, auditory WMC, and L2 proficiency, respectively. In LST an online version for L2 learners was originally developed based on the previous version for L1 learners (Just & Carpenter 1992). Participants listened to a set of sentences, judged whether each sentence content was true or false, and memorized and recalled the last word of each sentence. In shadowing tests, shadowed utterances were recorded and evaluated based on the discrepancy between model and learner utterances focusing on the ratio of words correctly reproduced. Statistically analyzed results showed that shadowing scores significantly correlated with LST and TOEIC scores. Although this correlation does not guarantee the cause-effect relationship, it suggests that shadowing could be an effective practice to promote WMC enhancement and thus improve L2 proficiency.

PARALLEL SPEAKER 5

Monday, 13 March 2023
11:10 AM - 11:40 AM
(Room 501)

DEVELOPMENT OF ENGLISH TEACHER TRAINEES' TARGET LANGUAGE USE AND PERCEPTION RELATED TO EDUCATIONAL TECHNOLOGY

Nobue Tanaka-Ellis, Tokai University, Japan
Sachiyo Sekiguchi, Tokai University, Japan

As we emerge from the pandemic, the landscape of education has shifted from primarily face-to-face to technology flavoured to some degree. This added an extra criterion to the employability of new English as a foreign language (EFL) teachers that having working knowledge of educational technology (EdTech) is desirable before joining the workforce. The current study looks at the oral outputs produced by 18 Japanese undergraduate students enrolled in two EdTech for EFL teacher trainee courses. The data, video recordings,

were collected during the first and the second semesters in 2021 and 2022 from in-class presentations and individual interviews to identify whether there were any changes in their target language (TL) use and perception towards EdTech for teaching English. Most of the students who took the first-semester course continued onto the following semester. The development of TL use and perceptions, therefore, could be observed over two semesters. Discourse analysis was employed to capture the attributes of their oral performance, including language and behavioural characteristics. Also, comparisons in their performance were made between the two years, as the 2021 courses were partially conducted through a video conferencing tool, whereas the 2022 courses were entirely face-to-face. The study concludes with implications for teacher training and the use of EdTech in language education.

PARALLEL SPEAKER 6

**Monday, 13 March 2023
11:10 AM - 11:40 AM
(Room 502)**

LEARNING TRANSFER IN HIGHER EDUCATION: APPLICATIONS & CHALLENGES IN EAP CLASSROOMS

Natalie Fong, The University of Hong Kong, Hong Kong
Parco Man Tat Wong, The University of Hong Kong, Hong Kong

Learning transfer plays a crucial role in the dynamics of student learning process in higher education, especially in facilitating students' learning to support their university studies. Learning transfer arises when students apply the prior experience and acquired knowledge to address new challenges in other learning contexts (Hirvela, 2016; James, 2014; Navarre Cleary, 2013). It is important to explore teachers' perspectives of how to promote learning transfer and students' understanding of how to make transfer happen more effective (Law & Fong, 2020) in higher education. Course coordinators and teachers in an English-medium international university were invited to complete an e-survey to solicit their perceptions of learning transfer in EAP courses. The findings unveil teachers' suggestions of how to motivate learners to be more engaged in transfer in their university study. The presentation will discuss teachers' challenges of the promotion of learning transfer and subsequent changes to the course curriculum after the study. It will also analyse how to raise students' awareness of learning transfer and showcase the best practice in innovative teaching materials to foster a productive transfer climate in the language classrooms.

PARALLEL SPEAKER 7

**Monday, 13 March 2023
11:10 AM - 11:40 AM
(Room 503)**

DEVELOPING AN ORAL PRESENTATION ASSESSMENT OF EFL HIGH SCHOOL STUDENTS IN BILINGUAL COURSES DURING THE PANDEMIC

Ming-chia Lin, National Academia for Educational Research, Taiwan

The study developed an oral presentation assessment (OPA) of 141 EFL high school students in three bilingual courses by a mixed-methods research approach that included the quantitative approach to the students' responses to OPA and related measures, and the qualitative approach to 6 raters' post-rating reflection. With an outbreak of the pandemic, the OPA administration and five rubrics (i.e., content knowledge, language function, videotaped delivery, language control, fielding questions) were adjusted accordingly. Regarding the adjusted OPA administration, the students had to videotape their individual OP for the subsequent rating, rather than conducting their OP in class as planned earlier. Regarding the changes in the rubrics, the criterion of the on-site delivery was expanded into the videotaped delivery that addressed more videotaped skills. Via the many-faceted modeling using the R program (open source software), the results revealed an acceptable model-data fit, including the few effects. Second, the raters revealed their post-rating reflections. Third, there were significant correlations between participants' OPA rated performances and perceptions (e.g., classroom parameter, OP engagement, willingness-to-communicate in English).

PARALLEL SPEAKER 8

**Monday, 13 March 2023
11:10 AM - 11:40 AM
(Room 504)**

LETTING UNIVERSITY ENGLISH MAJORS RETHINK THEIR GOALS: RESULTS OF EDUCATIONAL INTERVENTIONS

Ayako Suzuki, Tamagawa University, Japan

Students in EFL countries, such as Japan, who aspire careers that require English skills tend to enroll with a strong "standard English" orientation in an English-major programme at universities (Suzuki 2020). Because of this orientation, they are likely to believe that acquiring it is their goal of English language learning. However, the diversity of English has started to be widely recognised and it is discussed that having good appreciation of it can be a key to successful intercultural communication. This recognition even leads to a call for shift from ELT aiming at "standard English" to one incorporating different types of English (Selvi and Yazan 2020). This paper investigates a longitudinal attempt to cultivate Japanese English-major university students' awareness towards the diversity of English through two annual short-term educational interventions that lectured on the diversity of English. The developments of ideas of 48 students who joined both interventions were examined using questionnaires and reaction papers to the interventions. The results of the interventions showed complex changes with their goals because of study abroad that they experienced between the first and second interventions: Whilst they well understood and enjoyed the diversity of English, they had difficulties to detach their goals from "standard English".

PARALLEL SPEAKER 9

**Monday, 13 March 2023
11:10 AM - 11:40 AM
(Room 601)**

UNDERSTANDING ACADEMIC VOCABULARY LEARNING FROM THE LEARNER'S PERSPECTIVE

Edsoulla Chung, Hong Kong Metropolitan University, Hong Kong
Daniel Fung, Hong Kong Metropolitan University, Hong Kong

The mastery of academic vocabulary, i.e., words such as 'constitute', 'infer' and 'predominant', which comprise a substantial portion of any academic text, is crucial for studying in higher education. However, studies reveal that learners of English as a second or foreign language lack sufficient academic vocabulary that may impede their performance. Given the pivotal role that beliefs play in how learners make sense of their learning, the presenters will introduce a study that addresses the paucity of research on learner beliefs about academic vocabulary learning. The study examines the survey responses from 185 first-year undergraduates majoring in various disciplines at a Hong Kong university. Overall, the quantitative results showed that students from different disciplines had similar beliefs suggesting the majority of them considered the mastery of receptive vocabulary knowledge to be more important than productive vocabulary knowledge. Open-ended responses revealed that student respondents often found it challenging to retain the academic words they had learned. Based on the findings, the presentation explores the vocabulary learning needs of undergraduates and provides implications for the development of courses focusing on the learning of English for academic purposes in higher education.

PARALLEL SPEAKER 10

**Monday, 13 March 2023
11:10 AM - 11:40 AM
(Room 602)**

EXAMINING THE WRITING ANXIETY AND STRATEGIES OF FOREIGN STUDENTS IN PHILIPPINE UNIVERSITIES

Ghayle Roam Noche, The Pontifical and Royal University of Santo Tomas, Philippines
Rachelle Lintao, The Pontifical and Royal University of Santo Tomas, Philippines

Language writing anxiety is one of the most challenging affective elements that hinder successful language development. Learners' well-being must be considered as a top priority as they continue to adapt to the changes in their new learning environment. Cai (2013) also highlights that academic writing remains to be a prominent issue for both learners and instructors in the Asian EFL context. This paper seeks to examine the academic writing anxiety and strategies of foreign students in the Philippines. A correlational study applying both quantitative and qualitative analyses, the study uses semi-modified questionnaires from the Second Language Writing Anxiety Inventory by Cheng (2004) and Writing Strategies Inventory by Petric and Czarl (2003) to at least 30 respondents. A focus group discussion will also be done for validation of the participants' responses from the survey. The findings of the study hopes to contribute to the growing discussion of language anxiety and provide advancement in recognition of foreign language learners' academic writing struggles. Given that these difficulties can be quite challenging for students to flourish in the instructional setting, the paper will identify pedagogical strategies to help promote their well-being and alleviate the existing hindrances in learners' writing development.

PARALLEL SPEAKER 11**Monday, 13 March 2023
11:10 AM - 11:40 AM
(Room 603)****PRELIMINARY VALIDATION OF AN ONLINE, CEFR-INFORMED, ENGLISH COURSE PLACEMENT TEST**

Jack Bower, Tezukayama University, Japan

Teachers and students generally agree that it is best practice to stream foreign language classes based on proficiency. Using commercial foreign language placement tests, however, can be prohibitively expensive for many institutions. In addition, developing and delivering in-house, paper-based placement tests can be difficult and time consuming. This presentation will introduce a research project that aims to design and validate a freely-available, online, CEFR-informed English language course placement test for Japanese universities. The presentation will first outline the context of the placement test and the rationale for having students take the test online. Then, preliminary test validity evidence arising from the test specifications and statistical analyses from results of trialing the test with over 200 Japanese university students will be presented and discussed. Reading, grammar, vocabulary and listening items were designed with reference to the CEFR A1, A2 and B1 levels, the typical English proficiency range of Japanese university students. Item design drew on CEFR-J and Cambridge English Profile resources, and the Moodle LMS was chosen to deliver the test through students' smart phones. Trial results show high test reliability and indicate that the test is able to divided students into three distinct proficiency levels. Toward the end of the presentation, future steps to be taken to provide further test validity evidence, and to more robustly link the test to the CEFR will be presented. The audience will lastly be invited to discuss challenges and issues around the construct validity of this test as measure of English language proficiency bench-marked to the CEFR scales.

PARALLEL SPEAKER 12**Monday, 13 March 2023
11:10 AM - 11:40 AM
(Room 604)****CHALLENGES AND PROSPECTS OF PRE-SERVICE TEACHER EDUCATION USING PORTFOLIOS AS A REFLECTION TOOL**Takane Yamaguchi, Shumei University, Japan
Hisatake Jimbo, Waseda University, Japan
Ken Hisamura, Japan

English Language Education SIG of JACET has developed the two portfolios as a reflection tool for the methodological consistency in primary- and secondary-level foreign language education in Japan. One is the J-POSTL for secondary EFL teachers released in 2014 as the adaptation of EPOSTL (Newby et al., 2007), which builds on the rationale of the CEFR. It has been used in the pre-service programs of about 30 universities in Japan. The other is the J-POSTL Elementary for primary EFL educators issued in 2021. It was used in the training courses of a dozen universities for two years before being completed. In the heart of these portfolios, is a list of self-assessment descriptors as core competences that EFL teachers should strive to attain. About 85% of the 180 descriptors listed in the J-POSTL were transferred to the J-POSTL Elementary. In this presentation, we will first describe the rationale and structure of the portfolios, then describe the challenges that appeared as a result of using J-POSTL/J-POSTL Elementary, and finally argue that the portfolios can serve as effective reflection tools to maintain consistency in teaching theory and practice from primary to secondary-school EFL education in Japan.

PARALLEL SPEAKER 13**Monday, 13 March 2023
11:10 AM - 11:40 AM
(Room 605)****THE USE OF WEBINARS IN DIGITAL PROFESSIONAL DEVELOPMENT DURING THE COVID-19 PANDEMIC IN THE THAI CONTEXTS**Kriengkrai Sakulprasertsri, Language Institute Thammasat University, Thailand
Sichon Koowuttayakorn, Language Institute Thammasat University, Thailand

Due to an abrupt shift from onsite to online modes during the disruptive coronavirus pandemic, language teachers and educators sought for digital professional development to enhance their academic performance. A number of webinars were launched to provide information useful for ELT practices. This mixed-methods study was aimed at investigating how three webinars (on online toolkits, research publication, and action

research) organized by a language institute at a Thai university were perceived in terms of satisfaction and usefulness. Forty-eight participants responded to an online questionnaire, and five of the participants attended online focus-group interviews. Both quantitative and qualitative data revealed that the participants were highly satisfied with the webinar and saw their usefulness because of the content, the speakers, as well as the format. Some of them, however, expressed their interest to engage more deeply with the webinars and the speakers through other audience engagement activities than a simple Q&A session. These findings provide insight into how the language institute will be able to organize webinars more effectively for ELT professional development by increasing the level of audience engagement throughout the session to better simulate the face-to-face interaction found in on-site seminars.

ONLINE PARALLEL SESSIONS

ONLINE PARALLEL SPEAKER OP1

**Monday, 13 March 2023
11:10 AM – 11:40 AM
(Makerspace)**

THE PERCEPTIONS OF HONG KONG UNIVERSITY STUDENTS TOWARDS BADABOOM! IN ESL LEARNING

Frankie Har, The Hong Kong Polytechnic University, Hong Kong

In the midst of COVID-19 pandemic, many university courses delivered in English are conducted entirely online. However, if we continue using traditional teaching strategies and the same set of teaching materials, it would be difficult for students, regardless of age, to focus in a synchronous online class. As such, many researchers and educators are exploring different ways to engage students in today's digitally connected world. This study explores how ESL undergraduate students cope with emergency remote learning at The Hong Kong Polytechnic University during the pandemic. Using exploratory research design, one hundred university students from English for Academic Purpose (EAP) course who experienced blended learning using Badaboom!, a Game-based Student Response System (GSRS), were recruited to participate in the research. 30 in-depth interviews were used to collect the data. The interview aimed to detail their responses so their strategies can be mapped clearly. The data reveal that the tertiary level learners of this study feel that game-based classroom response system is useful for assisting them in overcoming ESL academic writing difficulties. The study reflects that most students favour the interactivity and engagement afforded by Badaboom! due to the strong instructor-student and student-student interaction as well as students' increased engagement.

ONLINE PARALLEL SPEAKER OP2

**Monday, 13 March 2023
11:10 AM – 11:40AM
(Learning Space)**

THE EFFECTS OF SHORT STORIES VIRTUAL EXCHANGE ON SECOND LANGUAGE WRITING ANXIETY

Curtis Chu, Setsunan University, Japan
Sae Matsuda, Setsunan University, Japan

This study will explore how a seven-week virtual exchange would affect second language writing anxiety from the perspective of undergraduate students at a private university in Japan. The exchanges will be conducted mainly asynchronously on Padlet. For the first two weeks, students will do icebreaking activities to establish acquaintance. For the next two weeks, students will read three types of short stories that respectively represent Japanese and American cultures (e.g., folktales, classic stories, and contemporary short stories). Written reflections on the meaning of the short stories and cultural differences will be exchanged. For the final two weeks, students will work on a collaborative project to co-write a different version of a short story, prepare to tell their story using pictures, and create a video presentation. From a mixed method approach, data will be gathered using a Japanese version of the Second Language Writing Anxiety Inventory and open-ended questions to survey whether changes will occur after the virtual exchange. Implications from findings could shed light on whether virtual exchange could ease writing anxiety in a second language.

ONLINE PARALLEL SPEAKER OP3

**Monday, 13 March 2023
11:10 AM – 11:40AM
(Room 810)**

RELATIONSHIP BETWEEN JAPANESE NURSING STUDENTS' METACOGNITIVE STRATEGY USE, BELIEF ABOUT LEARNING, AND CULTURAL AND LINGUISTIC COMPETENCE

Sachiko Takahashi, Himeji University, Japan
Fujita Sayaka, Himeji University, Japan

Japan is currently experiencing its highest rate of human mobility ever recorded. Healthcare professionals should become competent to care for patients and their families from different cultural backgrounds. However, little consideration is taken in teaching either cultural or linguistic competence, in the nursing curriculum in Japan. This study aimed to examine the relationship between metacognitive strategy use, students' belief about learning, and cultural and linguistic competence. A questionnaire-based approach was selected in order to elicit the nursing students' demographic data, metacognitive strategy use, belief about learning, and cultural and linguistic competence. The target participants were a sample of 250 undergraduate nursing students in the western Japan. Three types of questionnaire tools were used in the survey: one for metacognitive strategy use, another for belief about learning, and the other for cultural and linguistic competence. It was assumed that the nursing students' cultural and linguistic competence might become higher, with their metacognitive strategy use. It is necessary to nurture their self-evaluating, self-controlling, and planning skills, and to integrate cultural and linguistic knowledge, skills, and attitudes in the nursing curriculum.

ONLINE PARALLEL SPEAKER OP4

Monday, 13 March 2023
11:10 AM – 11:40AM
(Room 616)

LEARNING POETRY BY HEART: APPLYING THE SCIENCE OF LEARNING TO THE KNOWLEDGE-BUILDING ENGLISH/LITERATURE CLASSROOM

Ow Yeong Wai Kit, National Institute of Education, Singapore

Poetry memorisation has commonly been perceived as obsolete and anachronistic in modern times, but interest in the memorised poem has surged over the last decade, as shown by popular national poetry recitation competitions like Poetry by Heart (UK) and Poetry Out Loud (USA). Nevertheless, little is known about the history and practice of poetry memorisation as pedagogical activities, particularly in Singapore. Even though the case for memorising poetry (as a source of intellectual enrichment, cultural appreciation, and emotional consolation) has been well-established, the case for its pedagogical potential has hardly been explored. If the memorised poem functions as a cultural and ideological artefact that is weighted by its own institutional and emotional history, it embodies implicit value judgments about identity and educational approaches, even as it functions as a bastion of stability in a post-pandemic world beset by disruptions. Building on studies from literature education and the science of learning, this paper explores how the tensions between the recognised benefits of learning poetry by heart and the perceived drawbacks of 'rote' memorisation can be negotiated and addressed. This paper offers a preliminary response to the question of how historical practices of poetry memorisation can be enacted effectively in the teaching of poetry to promote the enduring mastery of literary knowledge. By drawing upon oral history interviews, national and school archives, as well as memoirs and other records, this paper traces the lived experiences of pioneering writers and teachers in Singapore to uncover how insights about poetry memorisation can be applied to contemporary classroom contexts. Hence, this paper extends ongoing discussions about knowledge-building in education, contributing to broader interdisciplinary investigations about the value of literary knowledge and the role of memory itself.

PARALLEL SESSIONS

PARALLEL SPEAKER 14

Monday, 13 March 2023
11:50 AM – 12:20 PM
(Auditorium)

DELPHI MADE EASY: TEACHER-MADE ELT EVALUATION AS LOCAL RESPONSE TO GLOBAL CULTURE

Ikhsanudin Abu Maksum Supingi (Featured Speaker representing TEFLIN), Universitas Tanjungpura, Indonesia

This presentation introduces the pre-Delphi technique that can be used to evaluate local teaching materials evaluation instruments. Like other types of Delphi techniques, this technique is a way of validating research instruments by obtaining experts' agreement, but the procedure is simple. While most Delphi techniques are

operated in detailed and varied qualitative mechanisms, the pre-Delphi uses regular quantitative methods, particularly employing mean and deviation. The pre-Delphi technique is projected to be used to evaluate instruments that potentially will be needed to assess creative local materials produced by local teachers in the coming COVID-19 Endemic World. Due to the extensive information and communication technology utilization during the COVID-19 pandemic, global cultures have spread out across countries and marginalized local and national cultures. To prevent learners from losing national identity, many educators suggest the encouragement of local and national character education. In this situation, English teachers can be motivated to integrate local materials into their instructions. Besides introducing the evaluation technique, this presentation also will report the try-out of the pre-Delphi technique evaluating a copyright Indonesian local culture-based English learning materials evaluation instrument. The result of the try-out reveals that the pre-Delphi technique and the evaluated evaluation instrument are usable.

PARALLEL SPEAKER 15

**Monday, 13 March 2023
11:50 AM – 12:20 PM
(Rooms 506-508)**

**A UNIFIED FRAMEWORK FOR CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL):
BUILDING ON THE 4CS MODEL**

Marie Alina Yeo, SEAMEO RELC, Singapore

With the global spread of English Medium Instruction (EMI), Content and Language Integrated Learning (CLIL) has gained wider attention internationally as an approach to teaching content-based subjects, such as mathematics and science, in another language, most often in English. CLIL is an approach that aims to develop learners' content knowledge and language proficiency simultaneously. A well-known CLIL model is the 4Cs of Content, Communication, Cognition and Culture (Coyle 2008). Although the 4Cs model has been adopted widely across Asia, teachers often ask how to sequence a lesson based on the 4Cs and how to balance the amount of attention given to content versus language. There have also been calls in the literature to transfer theories from second language acquisition (SLA) into EMI classes (Sahan 2021). Finally, as CLIL originated as a European bilingual model, it seems necessary to rethink existing CLIL models by integrating global and local perspectives. To address these gaps, in this presentation, I will introduce a framework for planning a CLIL lesson based on principles of learner engagement, formative assessment and second language acquisition. I will describe a new approach, the 5P+4C+4S framework, which provides teachers with a systematic and balanced approach to designing or adapting lessons to achieve both content and language objectives. I will present the framework, illustrate how it can be used to plan a content and a language lesson, and then share feedback from ASEAN teachers of English about the effectiveness of the 5P+4C+4S framework in designing and delivering lessons to enhance language learning across the curriculum.

PARALLEL SPEAKER 16

**Monday, 13 March 2023
11:50 AM – 12:20 PM
(Tanglin Room 1)**

CRITICAL DISCOURSE OF ONLINE LEARNING: A VIEW OF LINGUISTIC CAPITAL

Lilla Musyahda, Universitas Airlangga, Indonesia

The phenomenon of online learning during the pandemic raises the issue of using English as means of communication in Indonesia. It creates a multilingualism condition, which leads to the fact that the learners at tertiary level use it functioning as the second language instead of the local one for the means of communication among their peers in the digital world. It refers to the concept of Bourdieu's (2006) linguistic reciprocity which is a communication relation between message sender and message recipient, as well as the implementation of a code system on social exchange. The alternation is affirmed in symbolic power relations between those producers who have linguistic capital and consumers who need them. Since the process of communication forms the interplay between two or more languages, it leads to the selection of linguistic code and cultural knowledge that they activate in the interaction. The research uses qualitative method with critical discourse analysis approach emphasizing that language is a social practice in the discourse that forms the structure. The results confirm that the interactions of linguistic capital and communicative competence in learning foreign language are able to manage the challenging aspects of communication across culture in the digital era appropriately.

PARALLEL SPEAKER 17

**Monday, 13 March 2023
11:50 AM – 12:20 PM
(Tanglin Room 2)**

PROMOTING CRITICAL DIALOGUE OF FORMATIVE FEEDBACK IN AN ONLINE LEARNING COMMUNITY

Kevin Yung, The Education University of Hong Kong, Hong Kong
Siu-hang Kong, The Education University of Hong Kong, Hong Kong

This paper showcases how student learning can be enhanced by building a feedback-rich online learning community to compensate the lack of face-to-face interactions among the students during the pandemic. Based on the data collected from a student survey and interviews and students' online posts, this paper showcases how communication was enhanced through a series of online activities to facilitate student learning. In a Master's elective course about reading in English as a second language, a summative assessment task comprised a poster presentation in an online 'academic conference' in which students presented their design of classroom activities and interacted with their teacher and peers on Moodle. The findings reveal that students valued the formative feedback received at the preparation stage from their peers in a non-assessed 'warm-up' task, teacher feedback in a consultation session, and a workshop explaining the assessment criteria with exemplars. They enjoyed the critical dialogue with their teacher and peers regarding their designed activities on the posters at the assessment stage. The students also consolidated the feedback after the conference to 'feedforward' their individual essays that required them to critique teaching activities. This paper offers pedagogical implications for enhancing communication through an online community of student learning.

PARALLEL SPEAKER 18

**Monday, 13 March 2023
11:50 AM – 12:20 PM
(Room 501)**

A MOVE ANALYSIS OF IELTS WRITING TASK 2 MODEL ESSAYS

Yasunori Matsuzono, Meiji Gakuin University, Japan

One fact about IELTS is that regarding test taker performances on four skills of the academic module, the band score for writing has been marked as the lowest (IELTS, 2019). Additionally, Task 2 in the writing section should be of great importance to test-takers; Task 2 contributes twice as much to the final writing band score as Task 1 (IELTS, n.d.). Few studies have paid attention to this task by addressing one broad question: how can test-takers successfully compose essays for IELTS Task 2? Considering this argument, this presentation will uncover essential elements to successfully write essays for this task. The presentation will be made by (1) demonstrating analytical approaches based on move analysis (Swales, 1990; Bhatia, 1993; Henry and Roseberry, 2001); (2) sharing findings from analyzing authentic essay data in the IELTS workbook, Cambridge Practice Tests for IELTS; and (3) suggesting an effective essay structure and linguistic features, including grammatical and discourse choices. For analysis, 30 model essays rated as 7.0 to 8.0 have been selected. It is expected that the results of this analysis will allow educators to comprehend elements for composing successful essays, and will help them design an effective IELTS writing course.

PARALLEL SPEAKER 19

**Monday, 13 March 2023
11:50 AM – 12:20 PM
(Room 502)**

CREATING ANIMATED VIDEOS TO ENCOURAGE REGULAR PARTICIPATION IN EXTENSIVE READING

David Johnson, Kyushu Sangyo University, Japan
Paul Matthews, Kyushu Sangyo University, Japan

In this presentation, the researchers will describe the process of creating and implementing short, animated videos designed to encourage students to use Xreading (an online extensive reading (ER) platform) more regularly. Teachers observe that despite undertaking an ER orientation, students do not fully appreciate the benefits of ER, and often leave large amounts of reading until the very end of the semester. This phenomenon was exacerbated by a perceived lack of support during a prolonged period of online instruction during the early stages of the Covid-19 pandemic. The videos were embedded into lesson content available in both online and face-to-face classes at a private university in Japan. 205 students were divided into control and experimental groups; the control group watched one-point English videos from YouTube, while the experimental group watched the researchers' videos. This presentation will discuss the impact of the videos on the students' self-reported reading habits, and the overall completion rates for the ER assignment. Finally, future use of the videos in online and face-to-face classes will be considered.

PARALLEL SPEAKER 20**Monday, 13 March 2023
11:50 AM – 12:20 PM
(Room 503)****TRANSFORMING A UNIVERSITY ACADEMIC LITERACIES CURRICULUM TO FACILITATE TRANSFER**

Radhika Jaidev, Singapore Institute of Technology, Singapore

The Centre for Communication Skills of the Singapore Institute of Technology began offering academic literacies instruction by way of a distinct module that students usually completed in Year 1 in 2016 and by complementing this effort on a needs basis in subsequent years in their degree programme through embedded instruction in content-specific writing. However, at that time not all degree programmes provided the space or the time for an academic literacies module, let alone additional instruction in subsequent years but all programmes required students to write reports, proposals and present them as graded assignments. Thus it was common that at certain times of the year there would be a surge of requests for assistance in writing through the CCS helpdesk, an online platform that linked students with a CCS faculty member who could provide consultation in writing. Needless to say, these cries for help were merely for quick-fix consultations that students viewed would help them to pass the assignments and not requests to learn how to construct an academic paper nor learn the disciplinary requirements of knowing and telling specific content. Additionally, it did not help that assessment of content assignments at the time did not allocate any weighting to the writing of the content. This paper aims to describe the transformation of the teaching of academic literacy knowledge and skills from something that was offered only if there was time and space in the content curricula to a whole university approach to scaffolding the communicating of discipline content throughout students university education. The change was made based on a concerted effort to facilitate the transfer of academic literacy knowledge and skills to help students communicate their discipline-specific content effectively.

PARALLEL SPEAKER 21**Monday, 13 March 2023
11:50 AM – 12:20 PM
(Room 504)****LISTENING STRATEGIES IN THE EMI CLASSROOM**Daniel Fung, The Education University of Hong Kong, Hong Kong
Yuen Yi Lo, The Education University of Hong Kong, Hong Kong

English Medium Instruction (EMI) has become increasingly popular around the world. While some research attention has been devoted to EMI classroom interaction and identified the predominance of teacher talk, much less is known about how learners comprehend the teacher input. This paper reports on a study that takes a rarely employed learner angle in exploring the listening strategy use by students in the EMI classroom. The study recruited an EMI class of Grade 11 Biology in Hong Kong. Through lesson observations and stimulated recall interviews, students reported their strategy use when comprehending the teacher input. A taxonomy of listening strategies in EMI was constructed, indicating that students used a range of language-mediated (e.g., division of terminology strategy to decode subject-specific terminology such as 'bio-diversity') and content-mediated cognitive strategies (e.g., expansion strategy to expand on one's understanding using comparisons and examples). Findings also reveal how some students, despite having little linguistic knowledge (i.e. vocabulary and grammar), could use a combination of strategies to comprehend the teacher input. This paper ends with a discussion on pedagogical implications of the findings and professional development in EMI.

PARALLEL SPEAKER 22**Monday, 13 March 2023
11:50 AM – 12:20 PM
(Room 601)****POSSIBILITY OF L2 SHADOWING AS EFFECTIVE PRACTICE TO IMPROVE PROMPT SPEAKING SKILLS**Yuna Ota, Soka University, Japan
Yutaka Yamauchi, Soka University, Japan

In L2 shadowing learners listen to and orally reproduce model utterances simultaneously while the acoustic images remain in their ears or phonological working memory. So shadowing is expected to promote L2 pronunciation acquisition and improvement of listening and speaking skills. Although shadowing focuses on oral reproduction, not on oral production, few studies have been conducted to examine the direct relationship

between shadowing skills and oral production (speaking) skills to date. In the experiment of this study, a total of 100 EFL learners took three types of speaking tests and shadowing tests. In speaking test participants described pictures, responded to questions given and stated opinions based on topics given. Their recorded utterances were rated on five-point Likert scales by English instructors using the evaluation rubric regarding pronunciation, prosody, fluency, logical consistency. In shadowing tests shadowed utterances of the participants were recorded and evaluated based on the ratio of words correctly reproduced. Statistically analyzed results showed that shadowing scores significantly correlated with three types of speaking test scores, especially question responding scores. This implies that shadowing is closely related to not only reproduction skills but also production skills, especially quick response skills. Although this correlation does not guarantee the cause-effect relationship, it is suggested that shadowing could be effective practice to improve prompt speaking skills.

PARALLEL SPEAKER 23

**Monday, 13 March 2023
11:50 AM – 12:20 PM
(Room 602)**

EQUITY AND VALIDITY: DESIGNING DIGITAL ASSESSMENTS WHICH BALANCE EFFICIENCY AND DOMAIN COVERAGE

David Booth, Pearson, United Kingdom

The renewed focus on digital delivery and equity in language assessment offers significant opportunities to innovate and improve our approach to high stakes testing. Test publishers understand the need to update test specifications for different reasons, for example, to improve tests from a construct perspective (Pickles, Clark and Elliot 2019) or from a desire to rationalise testing in terms of the number of papers which need to be taken or the time involved in sitting a particular assessment (Docherty 2015) or from a desire to make a specific section of the test more relevant for potential test takers (Bernal 2013). This presentation examines a test of English proficiency that endeavours to meet the challenges inherent in developing new assessment and scoring methods. As a result of the analyses of performance over time, we have established that the test can be shortened in terms of testing time, improving accessibility for learners, yet still retain the same level of demand. All original item types are still used, and each language skill is fully assessed to give a valid and reliable skill and overall test score. The reliability of the new test remains very high, and the Standard Error of Measurement (SEM) remains the lowest in global language testing. Systematic statistical and content reviews of an operational test in terms of its item type efficacy and construct relevance is of paramount importance to achieve the optimal balance between assessment efficiency and domain coverage.

PARALLEL SPEAKER 24

**Monday, 13 March 2023
11:50 AM – 12:20 PM
(Room 603)**

EMPLOYING MULTIMODAL APPROACHES FOR TEACHING READING THROUGH DIGITAL EFL READING TASKS

Debora Tri Ragawanti, Universitas Kristen Satya Wacana, Indonesia

Teaching EFL reading aims to develop English language learners' reading comprehension, and, subsequently, EFL reading proficiency. In correspond with this aim, teachers can facilitate students' reading comprehension by making meaning of reading texts using multimodal approaches. Multimodal approaches deploy more than one communication resource (i.e., linguistic, audio, gesture, spatial, and visual design) to make meanings of texts. In this digital era, digital resources considerably contribute to the application of multimodal approaches. i.e., for designing digital EFL reading tasks to make meaning of texts. This paper exemplifies instructions for teaching reading using digitally mediated multimodal reading tasks. The multimodal approaches for EFL instruction are based on Cope and Kalanzis' Learning by Design framework (2015) for developing students' multimodal literacy and Danielsson & Selander's Models for working with multimodal texts for meaning-making (2021). This paper makes significant contributions to the development of EFL learners' reading proficiencies along with their multimodal and digital literacies, which are highly demanded nowadays.

PARALLEL SPEAKER 25

**Monday, 13 March 2023
11:50 AM – 12:20 PM
(Room 604)**

TEACHING CONFIDENCE IN THE LANGUAGE CLASSROOM-- WHAT IT IS AND HOW TO BUILD IT

Donald Freeman, University of Michigan, United States

This presentation looks at how confidence-- as a pedagogical rather than a psychological idea-- works in classroom language teaching. The premise is that 'teaching confidence' is foundational for other ideas that we depend on, such as classroom methodology or linguistic fluency, to describe, support, and improve the work of language teaching. The presentation will define 'teaching confidence' as an operational idea and examine it using videoclips and data from several national professional development projects. Implications for teacher education and professional development will be discussed.

PARALLEL SPEAKER 26

**Monday, 13 March 2023
11:50 AM – 12:20 PM
(Room 605)**

EXPLORATION OF PRESERVICE TEACHERS' LEARNING AND IDENTITY IN THE JOURNEY OF BECOMING-TEACHER

Ella Wulandari, Universitas Negeri Yogyakarta, Indonesia

Research has shown that practicum learning influences preservice teachers' preparedness and identity development. Six preservice teachers undertaking virtual practicum transitioned from face-to-face coursework to delivering remote teaching to under-resourced teaching contexts. The study explores supports and challenges constraining or enhancing their learning while negotiating unparalleled requirements by newly-forced practicum policy and expectations of practicum providers, a public teacher education institute and five government-based junior secondary schools in Indonesia. Cultural-Historical Activity Theory's framework was used to establish a priori codes to examine practicum triad's interaction within and across the university and schools' community and their utilization of learning tools for achieving the object for developing teaching preparedness and identity of the future teachers. The framework also permitted the study to investigate the mediation of rules and labour division within and across the communities and how the mediation generated tension and boundaries that affected their identity development situated in the given communities. Findings indicate that the preservice teachers demonstrated agency for establishing supportive relationship with their students by reassessing previously-held beliefs and disposition about teaching. They also used their agency to seek peer's affirmation and gain support while completing instructional tasks during practicum. Insufficiency of productive and constructive mentoring support was found to reduce learning affordances for not enhancing linkage between coursework and fieldwork experiences, and limit their preparedness for teaching. However, positive emotional bonding held between the preservice teachers, the students and their mentor helped uncovering their role as a motivator and positioned them as a sympathetic other for their students in the realm of challenging learning situations due to COVID-19 spread.

ONLINE PARALLEL SESSIONS

ONLINE PARALLEL SPEAKER OP5

**Monday, 13 March 2023
11:50 AM - 12:20 PM
(Makerspace)**

TECHNOLOGY-ENHANCED APPROACH TO PROMOTE ENGAGEMENT: USING MIRO IN A SCIENCE COMMUNICATION MODULE

Amelyn Thompson, National University of Singapore, Singapore
Brenda Yuen Pui Lam, National University of Singapore, Singapore

Higher education research (Bond et al., 2020; Fan & Di, 2020) suggests learning technology promotes engagement. This paper discusses the design, implementation, and evaluation of a technology-enhanced approach to enhance students' engagement using a digital whiteboard tool Miro in synchronous online discussions of a science communication module. Employing Redmond et al.'s (2018) online engagement framework for higher education that extends the traditional definition of engagement to online learning environments in five dimensions, this paper explores the relationship between students' perceived behavioural, cognitive, collaborative, emotional, and social dimensions of engagement and their perceived writing competence. Forty-seven Science students analysed and annotated science news articles, engaged in writing practice, and provided peer feedback using the task-specific team templates on Miro. These templates facilitated students' systematic inquiry and analysis of target writing strategies and language features, serving as visual aids during team presentations and an electronic depository of discussion notes. Survey results show Miro enhanced cognitive and collaborative dimensions of engagement and promoted learning through peer learning and self-reflection when revisiting the curated whiteboard. This paper provides

practical strategies for English language educators in higher education when using online collaborative whiteboard tools for team-based discussion tasks in blended, online, or face-to-face learning environments.

ONLINE PARALLEL SPEAKER OP6

**Monday, 13 March 2023
11:50 AM - 12:20 PM
(Learning Space)**

TEACHER INTEGRATION, ATTITUDE, MOTIVATION, WELL-BEING: THE EFFECTS OF FIXED-TERM EMPLOYMENT CONTRACTS ON UNIVERSITY ENGLISH TEACHERS IN JAPAN

Brian Dubin, Kwansai Gakuin University, Japan

Internationalization and globalization have been a driving force in bringing the English language to Japanese higher education (HE) institutions. International and Japanese-English teachers have been employed to help internationalize Japanese HE. However, the basis on which these teachers have been hired and their working conditions are of concern. Since the 1980s, the number of non-regular, fixed-term contract employees has increased, while full-time, or regular employment has remained unchanged. Non-regular workers have unstable jobs with a finite end, while regular workers have permanent, indefinite employment. This presentation will consider university teacher experiences in Japanese HE, specifically fixed-term employment contracts, and how international and Japanese university English teachers cope with unstable working conditions. Teacher integration, motivation, attitude, and factors that contribute to teacher well-being are considered in the context of fixed-term employment. A qualitative approach was taken and nine English teachers, both international and Japanese, were interviewed about their experiences working on fixed-term employment contracts in HE. Findings showed English teachers' integration into their departments and universities was minimal, though they were integrated into their specific sections. Teachers' motivation and attitude toward their work was generally positive and they enjoyed their jobs. Well-being, which includes job satisfaction, work-related stress, and concerns about post-contract employment were larger issues for teachers. All teachers interviewed were seriously concerned about finding work once their present contract expired. An unstable job market and competition among other university English teachers looking for work were causes for concern for all teachers interviewed.

ONLINE PARALLEL SPEAKER OP7

**Monday, 13 March 2023
11:50 AM - 12:20 PM
(Room 810)**

SURVIVING SPECIAL EDUCATION NEEDS TEACHER TRAINING AT THE HEIGHT OF THE PANDEMIC: A QUALITATIVE INVESTIGATION

Elizabeth Ow Yeong, National Institute of Education, Singapore
Mo Chen, National Institute of Education, Singapore
Phey Ling Kit, National Institute of Education, Singapore

The Singapore Ministry of Education (MOE) hires untrained educators as SEN Officers and nominate them for a one-year Diploma in Special Education (DISE) at the National Institute of Education (NIE). Practicum is an important component and module of this training programme. In this study, 11 SEN Officer trainees from the 2020-2021 cohort were interviewed in a one-to-one manner. Data were analyzed via thematic analysis. In this presentation, we focus on describing the findings related to how these trainees survived at the height of the COVID-19 pandemic when their practicum happened. Findings are reported from three aspects, related to (1) their psychological reaction and adaptation to the sudden change arising from the pandemic, (2) their involvement in the practicum during this unprecedented situation (i.e., accomplishments & challenges), and (3) their recommendations for future practicum. Implications for the special education teacher training practice and policy in Singapore are discussed.

ONLINE PARALLEL SPEAKER OP8

**Monday, 13 March 2023
11:50 AM - 12:20 PM
(Room 616)**

ELEVATING THE INTERNATIONAL POSTURE OF JAPANESE UNIVERSITY STUDENTS

Ian Willey, Kagawa University, Japan

The decreasing number of Japanese university students studying abroad has long been a concern in Japan, and border closures during the pandemic have likely exacerbated the problem. As we settle into a COVID-19-endemic world, it is important to raise interest among young people in international issues to enable their

countries to contribute to global affairs. The presenter will describe a year-long study that assessed the International Posture (IP) of Japanese university students using a scale developed by Yashima (2009). First- and second-year students with diverse majors (n=169), enrolled in a total of 11 general English courses, participated in the study. In the first six courses, the relationship between IP and gender, English proficiency, and major was examined; a weak positive correlation between proficiency, gender, and IP was found. Pre-/post-course surveys were then conducted in five English courses, divided into intervention and control groups. In the intervention group, students took part in weekly, multi-modal activities in which they shared their opinions about various international issues. The intervention courses showed significant gains in IP while control group courses demonstrated neither significant gains nor losses. This finding suggests that helping students develop and express opinions about international issues may elevate IP. Such a shift in education may help countries to chart a course back to normalcy after the pandemic.

INVITED SPEAKERS

INVITED SPEAKERS 3

Monday, 13 March 2023
13:50 PM - 14:40 PM
(Auditorium)

ASSESSMENT FOR STRATEGIC LEARNING

Peter Gu Yongxi, School of Linguistics & Applied Language Studies, Victoria University of Wellington, New Zealand

Synergies of research efforts are beginning to emerge from the fields of formative assessment and self-regulated learning (SRL) (Greene, 2020; Panadero et al., 2018). Research on formative assessment has begun to explain the mechanisms of formative assessment using a SRL framework (Black & Wiliam, 2009), and to conceptualise classroom assessment as intentional, situated, and co-regulated learning (Andrade & Brookhart, 2020). On the other hand, research on SRL has been exploring the potential of various aspects of formative assessment (e.g., self-, peer-assessment, assessment criteria, and feedback) as a means for enhancing SRL capacity as a curricular goal (Beekman et al., 2021; Panadero et al., 2017). In language learning strategies research, assessing strategies has remained narrowly focused on the elicitation of strategies with strategy measurement as an end. In this presentation, I review research on the assessment of learning strategies, self-regulated learning, and metacognition and call for research efforts beyond the three waves of assessment (Panadero et al., 2016). In other words, if learning to learn is a desired outcome of education, we should move beyond the "assessment of strategies". Strategy assessment should be for strategic learning as well.

INVITED SPEAKERS 4

Monday, 13 March 2023
13:50 PM - 14:40 PM
(Rooms 506-508)

A MULTI-GENRE APPROACH TO LANGUAGE PROFICIENCY

Judy Tsutae Noguchi, Kobe Gakuin University, Japan

Global communications proficiency has never been as important as it is today when we are facing major issues posed by pandemics, climate change and state fragility. Hope comes in the form of a Society 5.0 where advances in technology can realise a well-functioning human-centred society. To achieve this, we need to build social capital among those around us as well as those in other groups through bonds, bridges and linkages of effective communication, which means the ability to use the first truly global lingua franca - English. However, we do not need to know the whole "language" but rather should focus on "language genres". We can do this by using an ESP (English for specific purposes) genre-informed approach to language acquisition based on an apprentice vs expert dichotomy. This enables use of a cognitive apprenticeship concept of learning. Genres are classes of text types that carry information in a recognizable form in order to prompt action by the targeted discourse community. For example, a business email has a format that makes the receiver realize what it is and be ready to respond as necessary. Specific examples of ESP tools for the classroom will be presented.

PARALLEL SESSIONS

PARALLEL SPEAKER 27

Monday, 13 March 2023
14:50 PM – 15:20 PM
(Auditorium)

BOUNCING BACK FROM THE PANDEMIC: ANECDOTES FROM CAMBODIAN EFL TEACHERS

Tepy Suon (Featured Speaker representing CamTESOL), Australian Centre for Education, IDP, Cambodia

The Covid-19 pandemic has had varying impacts on nations all over the world. Although every field has been affected, it can be argued that the effects on education have been some of the most jarring. Millions of students and teachers were forced to adapt to virtual teaching and learning, and many more were left deprived of formal schooling altogether. As we are striving towards getting back to the pre-pandemic state, we often find ourselves focusing mostly on the technical aspects, but not necessarily on the well-being aspect of the students and teachers. As a result, a survey was conducted on a number of teachers in a private EFL institution in Cambodia, focusing on seeking and understanding their stories regarding working during the pandemic, and how they have been coping with going back to face-to-face delivery.

PARALLEL SPEAKER 28

**Monday, 13 March 2023
14:50 PM – 15:20 PM
(Rooms 506-508)**

LANGUAGE TEACHER DEVELOPMENT USING THE WEB-BASED AI CLASSROOM ANALYSIS SYSTEM

Hiroki Ishizuka, Hokkaido University of Education, Japan

Lesson Study is a conventional method to develop teaching subjects in schools. The typical lesson study includes an observation of a class and an after-class session to discuss the merits and demerits of the class. However, because the discussions in after class sessions consist of exchanges of qualitative and impressive talks about the class, they do not provide reliable and persuasive resources for teachers to use to develop their teachings with confidence. In 1995, N. Spada and M. Frohlich proposed a language classroom observation scheme called the Communicative Orientation of Language Teaching (COLT), and its usefulness has been verified because it can provide language teachers the features of their classes with quantitative data. COLT, however, involves a huge amount of time-consuming work, such as dividing the lesson into several different activities or episodes, rewinding the video clips of the lesson several times to code the features, and finally calculating the percentage of the coded features in a complicated way. Thus, the author started to develop AI Mobile COLT, which enables automatic classroom analysis. The construction of the system was completed in 2021 and the system has been used to clarify the features of the foreign language classes to help develop language teachings of pre-service and in-service teachers. This new system is expected to have a significant effect on the improvement of language classes because it can analyze classes without the help of observers (coders). After a class is over, the teacher can refer to the visualized analysis results of the lesson conducted, and they can find exactly where and how they should improve in the teaching. It can also change the method of Lesson Study by providing objective qualitative data for discussion sessions. In this presentation, the author will demonstrate and explain how AI Mobile COLT functions as well as the implementation of teacher development using the system.

PARALLEL SPEAKER 29

**Monday, 13 March 2023
14:50 PM – 15:20 PM
(Tanglin Room 1)**

LANGUAGE COACHING: A STRATEGY TO ACCELERATE INDONESIAN GOVERNMENT EMPLOYEES' LANGUAGE COMPETENCY

Anastasia Sastrikirana, The Language Training Center of the National Institute of Public Administration, Indonesia

Coaching has long been utilized as a means to boost learners' performance to achieve the optimum results. Through the coaching process, learners' needs are completely facilitated as it focuses on personal growth. The Language Training Center of the National Institute of Public Administration (NIPA) is a work unit in NIPA which carries out the duty to organize language training for civil servants. The language coaching model was then developed in order to facilitate their personal needs which vary according to the position they hold and the duty they are in charge of. The development process started by determining who the coaches were, what scope this language coaching model covered, how the timeline was set, and how to measure participants' progress. The model was implemented in a pilot project in NIPA. After that, it was evaluated for improvement. The descriptive narrative data was used to elaborate the language coaching model and its implementation. The results showed that there is a significant increase in participants' confidence when using English to carry out the duties in their respective fields.

PARALLEL SPEAKER 30

Monday, 13 March 2023
14:50 PM – 15:20 PM
(Tanglin Room 2)

COMPUTERISED DIAGNOSTIC LANGUAGE ASSESSMENT: EVALUATING JAPANESE EFL LEARNERS' L2 ENGLISH EMAIL WRITING

Allan Nicholas, University of Aizu, Japan

L2 English email is an important mode of communication for Japanese EFL learners in a Japanese university context, allowing them to efficiently interact with international faculty, and to plan their communications without the time pressure of face-to-face interactions. However, it can also be challenging, with the need to vary language choices relating to directness and formality, depending on context. For teachers, there is the additional challenge of providing individualised instruction and feedback to large groups of learners simultaneously. Computerised diagnostic language assessment (C-DLA) offers a potential way to address these issues. A C-DLA consists of three phases: task administration; tailored feedback based on task performance, and further instruction based on learner needs. In our ongoing study, we provide an overview of the development of a C-DLA focused on pragmatic competence and L2 English email writing for Japanese EFL learners. Initially, we administer a set of request-based email tasks to participants. The program automatically identifies instances of pragmatic failure and delivers individualised feedback to the learner. The C-DLA adopts a graduated prompt approach to feedback, influenced by sociocultural theory and the concept of the Zone of Proximal Development (ZPD). Initially, highly implicit feedback is provided, which then becomes increasingly explicit until the learner is able to successfully resolve the issue. We outline the development process of the C-DLA: initial task creation and administration; the creation of a learner corpus, and C-DLA piloting and refinement. We demonstrate the program being used and discuss implications for the classroom.

PARALLEL SPEAKER 31

Monday, 13 March 2023
14:50 PM – 15:20 PM
(Room 501)

RELATIONSHIPS BETWEEN LEARNER CHARACTERISTICS AND SELF-PERCEIVED LANGUAGE CHALLENGES: A CASE STUDY OF CHINESE ENGLISH MEDIUM INSTRUCTION (EMI) ENGINEERING STUDENTS IN CHINA

Wenyun Jia, City University of Hong Kong, Hong Kong
Xuehua Fu, City University of Hong Kong, Hong Kong

The use of English as a medium of instruction (EMI) has rapidly increased around the world. University students have encountered language challenges in EMI classes, leading to poor learning outcomes. This study adopts Dornyei's (2017) multi-layered model of language learner characteristics to investigate the relationships between self-perceived language challenges and three interrelated learner characteristics: anxiety, motivation, and narrative identity. 88 students from 4 EMI engineering master courses in a Chinese university participated in a survey and semi-structured interviews. Our findings show a significant relationship between language challenges (i.e., their receptive, productive English skills in communicating engineering topics), English learning motivation, and EMI classroom anxiety (i.e., speaking English about engineering topics, peer pressure). Notably, although students have high motivation, they still feel anxious about learning English and thus perceive a high level of language challenge. Interview data also show that students' past learning difficulties at secondary level remain as a challenge to their EMI learning at university level. Their exam-oriented English learning experience may be responsible for their high anxiety of using English at university level, but their anxiety is dynamically shifted if teachers have optimal use of L1. Implications and pedagogical suggestions will be discussed.

PARALLEL SPEAKER 32

Monday, 13 March 2023
14:50 PM – 15:20 PM
(Room 502)

TEACHER RESEARCH FOR PROFESSIONAL DEVELOPMENT: ONE SIZE DOESN'T FIT ALL

An Pham, Victoria University of Wellington, Vietnam

Teacher research has been promoted as a transformative professional development (PD) activity, which allows teachers to use research to address their professional needs. However, contextual factors can make implementing teacher research challenging. In Vietnam, EFL teachers are expected to carry out teacher

research through a national policy called "Initiatives - Experiences" (I-E). Stakeholders often voice scepticism on the value of I-E. However, empirical studies in response to such concerns are limited. This paper reports a narrative inquiry into the experiences of six Vietnamese EFL teachers in public high school who conducted I-E research projects. They belonged to a larger data set of 51 teachers in the study. Data for each teacher included their response to a narrative frame, their I-E report and a semi-structure interview. Each teacher's narrative was collated using Narrative Analysis, resulting in a 24000-word database. The six narratives were analysed thematically using three-level analysis of narratives. Findings indicate that the I-E scheme has not provided teachers with meaningful PD opportunities as intended. From these findings I draw implications for improving the I-E scheme as well as broader implications for implementing teacher research in other contexts.

PARALLEL SPEAKER 33

**Monday, 13 March 2023
14:50 PM – 15:20 PM
(Room 503)**

HOW MUCH GRAMMAR IS TOO MUCH: DECISIONS IN LANGUAGE TEACHER EDUCATION

Anne-Coleman Webre, RWTH Aachen University, Germany

Dilemmas always exist in teaching, as we have limited time in the classroom and must make difficult choices. The same is true in language teacher education, as we consider what aspects of language and pedagogy pre-service teachers most need in their local classroom contexts. This presentation discusses two pre-service education settings - training teachers of various content areas in educational linguistics in the United States and training teachers of English in Germany - where a functional approach to grammar was taught. Examples of similar and different course materials will be used to discuss pedagogical choices. Framed by a sociocultural framework for exploring choices in teacher education, substantializing, this presentation discusses how we decide which aspects of grammar to focus on and how much grammar is too much for a given context. This topic is relevant for language teacher educators in a variety of global, national, and local settings, asking us to consider what affects our curricular decisions in teaching grammar to pre-service teachers.

PARALLEL SPEAKER 34

**Monday, 13 March 2023
14:50 PM – 15:20 PM
(Room 504)**

L2 LEARNER ENGAGEMENT WITH FEEDBACK ON POSTGRADUATE RESEARCH PROPOSAL WRITING

Apisak Sukying, Mahasarakham University, Thailand
Pilanut Phusawisot, Mahasarakham University, Thailand

Engagement with feedback from supervisors is central to developing postgraduate students' research and writing ability. Such engagement is also essential for unlocking the learning potential of feedback. Although studies on written feedback have been widely researched, particularly the effects of corrective feedback, little attention has been paid to learner engagement with written feedback. Indeed, many factors might mediate engagement and boost students' writing ability. This study investigated how learners with three EFL proficiency levels responded to supervisor written feedback. Data were collected from multiple sources, including students' writing drafts, supervisor written feedback, revised drafts, students' verbal reports and simulated recalls. The findings showed that their language proficiency and feedback focus mediated student engagement with supervisor written feedback. Indeed, the students showed similarities and differences in their engagement (i.e., affective, cognitive and behavioral). The important pedagogical implications of the study are discussed.

PARALLEL SPEAKER 35

**Monday, 13 March 2023
14:50 PM – 15:20 PM
(Room 601)**

AN INTRANATIONAL COIL ACTIVITY

Atsushi Fujimori, University of Shizuoka, Japan

Collaborative Online International Learning (COIL) provides EFL learners with valuable learning opportunities. In the authors' survey, however, 90% of students have concerns about online interaction with international students. They are also concerned with inability to comprehend English speakers' utterances

due to different cultural and social backgrounds. To try to lower such affective filters, this study proposes an entry-level COIL activity where two English classes at different Japanese universities with similar social and cultural backgrounds were connected asynchronously using an online tool Flipgrid. They were asked to propose a solution to a particular social issue from standpoints of their different fields of expertise, namely, civil engineering and nursing. Seventy-eight participants were divided into groups of around 8, uploaded their 2-minute English speeches to the platform, and received comments in English from the other group members. In a post-program questionnaire, about 90% of the participants responded favorably to the program. Through the process of watching and evaluating others' presentations, the participants were able not only to objectively introspect their own speeches but also to think of how we can approach an academic issue from different perspectives. Even in such "intranational" COIL learning settings, participants can recognize the diversity of opinions.

PARALLEL SPEAKER 36

**Monday, 13 March 2023
14:50 PM – 15:20 PM
(Room 602)**

EFFECTS OF TEACHING ENGLISH FRICATIVES TO EFL LEARNERS WITH A COMPUTER-AIDED HVPT PROGRAM AND SHADOWING PRACTICE

Atsushi Iino, Hosei University, Japan
Brian Wistner, Hosei University, Japan

This paper presents the study on teaching pronunciation that are challenging to learn for Japanese learners of English. The cloud-based pronunciation training program called English Accent Coach created by Ron Thomson (2017) has been utilized to make the learners sensitive to the target sounds, six fricatives. The participants used the program three times a week under the conditions designated by the instructors (presenters). They were also instructed by the authors explicitly how to articulate the sounds and asked to practice articulating them with shadowing model sounds of texts in their textbook. The results of pre- and post-tests scheme through 10-week instruction showed that the perception rate improved significantly and the articulation rate improved to some extent depending on the fricative sounds. The utilization of a computer-assisted high variability phonetic training (HVPT) program in EFL situations is discussed over the results obtained.

PARALLEL SPEAKER 37

**Monday, 13 March 2023
14:50 PM – 15:20 PM
(Room 603)**

TEACHING HOW TO WRITE RESEARCH ABSTRACTS AND RESEARCH REPORTS: THE CASE FOR SCIENCE USING CLIL

Attapol Khamkhien, Thammasat University, Thailand

This study examined the effectiveness of Content and Language Integrated Learning (CLIL) implementation in science subjects and reported the challenges that content teachers encountered during CLIL instruction. The study also investigated students' perceived knowledge of and satisfaction towards the implementation of CLIL. To accomplish these goals, relevant CLIL instructional materials were developed by the researchers and subject content teachers. A convenience sample of 24 university students were required to write research abstracts and reports in English according to the knowledge of genre and move-based structure. Student abstracts written in English were analysed qualitatively to investigate the use of linguistic features, structural elements and vocabulary appropriate to the conventions of scientific research abstracts. Additionally, six subject content teachers and six students were interviewed about their perceptions of and challenges from CLIL implementation. Student questionnaires about their attitudes towards CLIL implementation were then used to collect quantitative data. The interview results revealed that close collaboration between content and language teachers was necessary to affirm the steps and procedures to be applied in the classroom. Some of the content teachers conveyed the importance of advancing students' language-related knowledge in expressing scientific ideas in English. Likewise, maintaining a balance between content and language seemed challenging to teachers. Most students considered that CLIL instruction could help them improve their writing and reading skills as well as their ability to use academic vocabulary. This study advances our understanding of how to implement CLIL lessons in higher education, including the importance of CLIL-related training, creating instructional materials, and language integration of content and language learning in science subjects.

PARALLEL SPEAKER 38**Monday, 13 March 2023
14:50 PM – 15:20 PM
(Room 604)****EXPLORING THE IMPACTS OF SELF-REGULATED LEARNING INSTRUCTION IN AN EFL HYBRID-LEARNING CLASSROOM THROUGH AN ACTION RESEARCH**

Ayako Kobayashi, Heian Jogakuin (St. Agnes') University, Japan

In a hybrid learning context, students are often required to listen to lectures online and regulate their own learning without teachers' support. Thus, self-regulatory capacity is important. Previous studies in traditional classrooms settings have shown the effects of self-regulated learning (SRL) instruction; however, research on SRL in a hybrid learning context has only recently began. This study explores the impacts of self-regulated learning instruction in an EFL hybrid-learning classroom on students' SRL and listening through an action research. Japanese non-English-major university students (N = 29) participated in the study for one semester from September 2021 to January 2022. Through an educational intervention, they were encouraged to listen to lectures online, make presentation videos outside the classroom, and share them on an app, Flipgrid, regularly. They were also encouraged to set goals regarding English language learning, especially listening. Participants' pre- & post- questionnaire answers and pre- & post- listening scores were collected. In addition, three semi-structured interviews (n = 3) were conducted at the end of the semester in order to reveal participants' metacognition, motivation, behaviors, and experiences of SRL. Interviewees were chosen because their English proficiency was average at the beginning of the course. Differences in students' pre- & post- SRL capacity and pre- & post- listening proficiency were examined with paired-samples t-tests. Interview transcripts served as the source of data for investigating students' engagement in SRL in a hybrid-learning context. Results of the t-tests showed that students' listening and important SRL components were positively affected. Furthermore, the interviewees reported that they worked diligently to regulate their own learning for their own learning goals and assignments. These findings seem to suggest that SRL instruction in a hybrid-learning classroom can be effective.

PARALLEL SPEAKER 39**Monday, 13 March 2023
14:50 PM – 15:20 PM
(Room 605)****ASSESSING JAPANESE STUDENTS' READINESS FOR GLOBAL CITIZENSHIP**Kahoko Matsumoto, Tokai University, Japan
Toshihiko Takeuchi, Tokai University, Japan
Shogo Kato, Tokai University, Japan
Yuuki Kato, Tokai University, Japan

In Japan, education for global human resources has gradually been expanded to global citizenship education, where not only English skills but various communication-related competences are emphasized that make a person a global citizen who can function in a globalizing world by solving many intercultural problems. In the previous study, we ascertained 40 descriptors for global citizenship based on the extensive survey with more than 400 internationally successful workers. They include knowledge of language and culture, intercultural competence, critical thinking skills, and generic competencies. Then, a portfolio-type assessment tool consisting of essay test items and a checklist was developed tied with these descriptors, which will serve as a metric for assessing young people's readiness for global citizenship. After a series of validation experiments of this tool with university students, the simplified versions for high school and elementary school students were constructed. In this presentation, an interim report of the validation results of simplified assessment tool for younger students will be shown compared with those of the original version. The simplified versions exhibited sufficient measurement power except for several skills and competencies. Also, considerable high inter-rater reliability as well as correlations between objective rater evaluation and self-assessment were obtained.

ONLINE PARALLEL SESSIONS**ONLINE PARALLEL SPEAKER OP9****Monday, 13 March 2023
14:50 PM – 15:20 PM
(Makerspace)****HOW DOES LANGUAGE BACKGROUND AFFECT PERFORMANCE ON A DIGITAL-FIRST TEST?**

Nathan Carr, California State University, United States

This study aims to investigate the effect of test takers' language backgrounds on their performance on the Duolingo English Test (DET), a digital test with a global reach. The DET is a digital-first (i.e., not adapted from paper and pencil) computer-adaptive test, and uses human-in-the-loop AI technologies for automated task construction, response scoring, and remote proctoring. Its comparatively low price and ease of access help it promote more equitable access to international education for prospective students from around the globe. This study poses the following research questions regarding the suitability of this digital test for test takers of various groups:

1. To what extent do L1, L2, and bilingual users of English perform differently on the DET?
2. To what extent do L2 users of English from different countries perform differently on the DET, given local differences in the prevalence of English use in educational, entertainment, and business contexts (i.e., the Outer and Expanding Circles, based on Kachru, 1984)?
3. To what extent do L2 users of English from different groups in terms of years of classroom instruction in the English language perform differently?
4. What patterns exist in the relationship between test takers' first language and their dominant academic language?
5. To what extent does a test taker's self-reported dominant academic language relate to their performance on the DET?

This quasi-experimental study addresses these questions by having participants take a language background survey, followed by an operational DET. The data are analyzed using both MANOVA and factor analytic methods (exploratory and confirmatory factor analyses). The results are discussed in terms of their implications for how test scores serve as appropriate reflections of language ability for different groups.

ONLINE PARALLEL SPEAKER OP10

**Monday, 13 March 2023
14:50 PM – 15:20 PM
(Learning Space)**

AURAL DECODING AND COMPREHENSION IN L2 LISTENING

Yo Hamada, Akita University, Japan

In the L2 listening research field, the learners' cognitive process of top-down and bottom-up has been long debated. It is commonly considered that learners use top-down and bottom-up processes interactively. Still, the relationship between decoding and comprehension has been little researched except Leonard (2019); how much the learners' aural decoding skill contributes to the entire listening comprehension has little been understood. Thus, this research examined the relationship between L2 learners' aural decoding and listening comprehension by answering the three questions; is there a strong correlation between decoding scores and listening comprehension scores? How much do learners need to decode for good comprehension? What types of decoding errors are found? The data of 52 Japanese university students were analyzed. Following Leonard (2019), the participants listened to three different English passages recorded in American English, and wrote their comprehension in Japanese and also transcribed the passages. Two raters scored the comprehension using Idea Unit (Sakai, 2005), and the transcription word for word. The study found that aural decoding plays a salient role in listening comprehension. In the presentation, more detailed results including statistical analyses and the common decoding errors made by the participants will be presented.

ONLINE PARALLEL SPEAKER OP11

**Monday, 13 March 2023
14:50 PM – 15:20 PM
(Room 810)**

MEDIUM OF INSTRUCTION IN ONLINE AND FACE-TO-FACE CLASSES IN 2021

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

Our research on the medium of instruction (MOI) conducted before the COVID-19 pandemic found that non-Japanese English teachers taught mainly in English, while Japanese teachers used both English and Japanese for instrumental purposes. However, a survey that we conducted in 2020 found that both groups made greater use of Japanese when English classes shifted online. The present study examined English teachers' MOI in 2021 when many teachers were teaching online and face-to-face classes. We used a Google Form survey to inquire about respondents' perceptions of their MOI on learning management systems, synchronous systems (e.g., ZOOM), and face-to-face classes. A total of 173 university English teachers responded (110 non-Japanese and 63 Japanese). Although Japanese and non-Japanese differed in their MOI use, there were significant differences in how each group used English and Japanese in online

and face-to-face classes. In a free-response item, both Japanese and non-Japanese reported that writing functions, such as Chat, enabled them to efficiently use Japanese and English. As we settle into a COVID-19-endemic world, these findings suggest that teaching is returning to normal in terms of MOI, though many teachers have gained new skills during their online experience.

ONLINE PARALLEL SPEAKER OP12

**Monday, 13 March 2023
14:50 PM – 15:20 PM
(Room 616)**

TRAINING ELEMENTARY SCHOOL TEACHERS WITH ONLINE ENGLISH CONVERSATION SESSIONS FOR PRACTICAL AND CLASSROOM COMMUNICATION

Masanori Tokeshi, Meio University, Japan

This study attempts to determine the degree of influence that online English conversation sessions may have on the English language abilities of elementary school teachers for both general and classroom communication. Additionally, the study will inquire on the preferable conditions that may help strengthen the effectiveness of similar online language training sessions. In total, fourteen elementary school teachers participated in a five-month program of "online English conversation" training that included 8 sessions a month. The study used identical pre & post questionnaires (34 questions), lesson logs and reports. The study identified five distinct findings. First, 82.3% (32.9 out of 40) of lesson participation was achieved, but varying degrees. There was a wide variation in participation rates with some mentioning difficulty due to "being tired" from work. Second, the post-questionnaire mean values were higher than pre-mean values in all question items and the difference were statistically significant ($p < .05$). Third, participants in the lower proficiency category were among those showing greatest progress in classroom English abilities. Specifically, the "somewhat can do" choice increased from 3 items (pre) to 25 items (post). Fourth, about 90% of materials used for the training session ($n=466$) were for "practical English conversation". Lastly, the findings of the study suggest that autonomous and continued online elementary school teacher training would benefit from a stable internet connection, an undisturbed area, allocated time for study, level-based integrated materials to achieve target skills and basic language knowledge.

PARALLEL SESSIONS

PARALLEL SESSIONS SPEAKER 40

**Monday, 13 March 2023
15:30 PM – 16:00 PM
(Auditorium)**

SHARED CLASSROOM DECISION-MAKING

Andrew Littlejohn, Universiti Brunei Darussalam, Brunei Darussalam

It is a common experience of many teachers that some learners frequently "tune out" from the lesson they are in, leaving a small group that are actually following the intended objectives. Whilst many factors may contribute to this phenomenon, the focus in this paper is on resolving problems generated by the very structure of conventional, top-down classroom decision-making. Drawing on the concept of 'learner reinterpretation', the significance of the 'locus of control', factors affecting motivation, and recent Brunei research evidence revealing distinct differences in teachers' and learners' orientations to classroom work, this paper reports on experiments carried out in a number of different contexts. These include international, published accounts in different sectors of education, recent experiments by graduate researchers in Brunei in local secondary schools, and my own work with university level students. In each case, the aim has been to promote significant shared classroom decision-making over course management through lesson plans, activities, homework tasks and means of assessment, all of which are learner-devised. Philosophically rooted in the notion of an emancipatory pedagogy and supported by evidence from the study of the psychology of motivation, shared classroom decision-making is increasingly being seen as an effective means of addressing long term goals for a futures curriculum that aims to equip students for the 21st century.

PARALLEL SESSIONS SPEAKER 41

**Monday, 13 March 2023
15:30 PM – 16:00 PM
(Rooms 506-508)**

RHETORICAL GENRE STUDIES AND TEACHING OF WRITING: SOME THEORETICAL AND PRACTICAL THOUGHTS

Jeffrey Mok, Rikkyo University, Japan

The approach to teaching of writing took a pedagogical turn in rhetorical genre studies (RGS). Underpinning this approach is the rhetorical social notion of analysis of genre and writing scene. Learning how to write has shifted significantly from typified forms to typified actions owing to emerging and new genres of writing shaped by new media. What does this mean to our traditional approaches to teaching writing? How do we locate this approach with genre analysis and process writing? What is a rhetorical genre studies writing class? How would such a classroom look like? This paper discusses a writing course at Rikkyo University, Japan. This paper will first discuss the social rhetorical approach to reading and writing, followed by the notion of social action of writing and the interrogation cycle. The paper will conclude with a description of a writing lesson using RGS as the framework teaching as well as students learning how to write. Student feedback and concerns on the approach will also be presented.

PARALLEL SESSIONS SPEAKER 42

**Monday, 13 March 2023
15:30 PM – 16:00 PM
(Tanglin Room 1)**

CREATING AN ACADEMIC SPOKEN L2 LEARNER CORPUS: WHICH ASR SHOULD WE USE?

Brent Green, Brigham Young University, Hawaii, United States
Takeyoshi Nitta, Brigham Young University, Hawaii, United States
Ling Wong, Brigham Young University, Hawaii, United States

The value of learner corpora in language teaching and learning has been well documented in the literature (Granger 2009, 2015). However, one of the challenges of creating spoken language corpora resides in the conversion of ESL/EFL learner oral language to electronic text. Our experience in creating a local corpus of academic spoken English has proven this process can be quite time consuming. One possible solution is employing automated speech recognition (ASR) systems. Since most ASRs are based on native speaker models, the rate of successful transcriptions of ESL/EFL learner speech can depend on a number of factors. In an attempt to use ASRs to build our learner corpus, we have discovered not all ASRs are the same in terms of producing accurate L2 language output. In this presentation, we describe a research study that seeks to answer the question of which ASR program is the most accurate and cost effective for the purposes of building a spoken learner corpus. We collected speech data from advanced learners in our EAP program, created reference transcripts, and compared them to the hypothesis transcripts of several ASR systems. We will also discuss the results and implications of our research findings.

PARALLEL SESSIONS SPEAKER 43

**Monday, 13 March 2023
15:30 PM – 16:00 PM
(Tanglin Room 2)**

ASSESSING INTERACTIONAL COMPETENCE IN ONLINE INTERVIEW AND PAIRED-SPEAKING TEST TASKS: TEST TAKERS' INSIGHTS

Christina Judy Fernandez, The University of Sydney, Australia

With the growing need to assess learners' communicative language ability, research efforts in speaking assessments have shifted to defining and including interactional competence (hereafter, IC) as an assessable speaking construct. Studies investigating IC features that define and operationalize the construct have been mainly based on examiners' feedback and or oral test discourse. Few studies have investigated how IC features are demonstrated and utilized from the test takers' perspective. This presentation reports on a study investigating test takers' demonstration of IC in two academic speaking assessment tasks performed via Zoom: interview and paired assessment tasks. This study sought to answer questions about the verbal and non-verbal IC features test takers deploy, how they enhance interaction and how they are used by test takers of different performance levels in the two tasks. Qualitative data were derived from two sources: i) test takers' oral test responses and ii) stimulated recall sessions. The participants were 30 international students (10 participated in the interview and 20 in the paired tasks) pursuing their tertiary studies in Australia. Detailed analysis of the data and some preliminary key findings will be highlighted in the presentation.

PARALLEL SESSIONS SPEAKER 44

**Monday, 13 March 2023
15:30 PM – 16:00 PM
(Room 501)**

PRE-SERVICE TEACHERS' EXPERIENCES WORKING WITH REFUGEE CHILDREN FROM DRC IN USA

Tata J. Mbugua, University of Scranton, United States

Fostering pre-service teachers' advocacy roles in the tutoring of English language to refugee children and their families in the 21st Century is a vital component for student success and peaceable co-existence. This endeavor took place within a framework of an established university-school-community partnership. Pre-service teachers enrolled in an early childhood education program at a university in northeast Pennsylvania tutored young refugee children from the Democratic Republic of Congo. In thinking globally, yet acting locally, the teachers aimed at, a) welcoming new refugees to a city in northeast Pennsylvania, b) improving the children's English language learning through basic interpersonal communication strategies, and c) fostering conceptual understandings of the two countries' contextual differences in teaching English to the children. Efforts at building the children's identity development while maintaining their mother tongue, will be discussed. Serendipitous conversations in a university methods course culminated in what James Banks terms as transformative action. The synergistic effects of this collaboration - pre-service teachers learning Swahili language - will be described. Adjustments made during the COVID-19 realities underscored the determination of all participants in ensuring continuity of the partnership through unique book packages that were delivered to the children's homes. The latter entailed a service-learning component of the course.

PARALLEL SESSIONS SPEAKER 45

**Monday, 13 March 2023
15:30 PM – 16:00 PM
(Room 502)**

A CORPUS-BASED STUDY ON THE LEXICAL COVERAGE OF TED TALKS AND SITCOMS

Yi-Chen Kuo, National Taiwan Normal University, Taiwan

As common supplementary L2 listening materials, TED talks and sitcoms have been investigated in terms of the vocabulary required for comprehending them (e.g., Al-Surmi, 2014; Liu & Chen, 2019; Nurmukhamedov, 2017). However, whether their different natures (academic vs. everyday) have an effect on the required vocabulary warrants more systematic investigation. This study thus employs the BNC/COCA word family list from Nation (2017) to analyze the lexical coverage of TED talks corpus (2,407,563 tokens) and American sitcom corpus (2,376,000 tokens). The results show that 90% coverage of TED talks and sitcoms can be covered with 2000 and 1000 word families respectively and that both can reach 95% with 3000 word families. This suggests that sitcoms might be more suitable for beginners. However, the study also discovers that starting from the 3000-word level, the coverage of sitcoms is lower than that of TED talks, indicating that more vocabulary is needed for sitcoms to ensure higher degree of comprehension. Based on the findings, the study provides several suggestions regarding how TED talks and sitcoms can be properly used as L2 listening materials.

PARALLEL SESSIONS SPEAKER 46

**Monday, 13 March 2023
15:30 PM – 16:00 PM
(Room 503)**

CONCEPTUALISING ASSESSMENT LITERACY OF TEACHERS IN BILINGUAL EDUCATION PROGRAMMES

Yuen Yi Lo, The University of Hong Kong, Hong Kong

In bilingual education programmes such as English Medium Instruction and Content and Language Integrated Learning, non-linguistic content is taught and assessed in students' additional language (L2). Hence, teachers in bilingual education programmes, most of whom are content subject specialists, may encounter difficulties in evaluating students' content knowledge independent of their L2 proficiency and in aligning objectives, instruction and assessment. These concerns are closely related to teachers' assessment literacy, which is seen as integral to teachers' pedagogical content knowledge. While frameworks for teachers' assessment literacy exist, there have been calls to re-examine this important construct with reference to specific disciplinary contexts. Given the contextual variation and curricular complexities of bilingual education programmes, there is an urgent need to conceptualise the assessment literacy of teachers in such programmes. This paper proposes a conceptual framework for bilingual teachers' assessment literacy and illustrate the framework with a case in a Hong Kong secondary school, where a Geography teacher demonstrated strong language awareness and provided scaffolding in both content and language aspects in formative assessment tasks. The framework will establish a theoretical grounding for future empirical research in the field and have pedagogical implications for teachers in bilingual education programmes.

PARALLEL SESSIONS SPEAKER 47

CANCELLED

**Monday, 13 March 2023
15:30 PM – 16:00 PM
(Room 504)**

SOCIO-CULTURAL INFLUENCES AND EXISTENTIAL COMPETENCES EVIDENT DURING ONLINE COMMUNICATIVE CLASSES WITH JAPANESE EFL LEARNERS

Christian Burrows, Hiroshima Prefectural University, Japan

This presentation highlights socio-cultural influences and existential competences that emerged during online communicative language classes with Japanese EFL university students. Prominent among learners from collectivist countries they have the potential to determine learner participation and the extent of interaction that takes place. For example, lack of reciprocal interlocution in group discussions may result in contrived, orderly exchanges that appear tense and rehearsed. Additionally, restrictive dialogue and under-elaboration directly challenge the naturalness and validity of interactions. While the author acknowledges the artificiality of online instruction, the extent of these influences should be acknowledged and addressed in order to maximize student participation in online classes. After addressing the relevance of these factors, suggestions are proposed which, if incorporated into the classroom, could help to overcome the highlighted barriers. The period relates to the time when due to the Covid-19 pandemic in-person classes were suspended.

PARALLEL SESSIONS SPEAKER 48

**Monday, 13 March 2023
15:30 PM – 16:00 PM
(Room 601)**

COMPARING TEACHING AND SOCIAL PRESENCE IN A THREE-MODE BLENDED EFL WRITING COURSE

Christine Chifen Tseng, National Taichung University of Science and Technology, Taiwan

The COVID-19 pandemic starting in 2020 has manifested the importance of online education in times when face-to-face communication is unlikely or restricted. How to design and implement quality online courses has become a prerequisite that faculty must develop. This mixed methods research investigated and compared the students' perceptions of a blended EFL writing course, which employed three modes of instruction: synchronous, asynchronous and face-to-face. Thirty-eight college students taking an EFL writing course participated in the study. Each mode of instruction lasted for four weeks followed by a Community of Inquiry Survey plus the students' perceptions of the learning activities on a 5-point Likert scale. At the end of the semester, a semi-structured interview was conducted to gather more information about the students' perceptions of the course. Three rounds of survey data were analyzed quantitatively; the interviews and the course video clips were analyzed qualitatively. The results indicated that there was no significant difference between class modes regarding teaching presence, but three items of the survey related to social presence demonstrated significant difference between class modes. As for the students' preferred mode of instruction, face-to-face outdid asynchronous, which in turn outdid synchronous. Pedagogical implications for online writing courses and suggestions for future studies are provided.

PARALLEL SESSIONS SPEAKER 49

**Monday, 13 March 2023
15:30 PM – 16:00 PM
(Room 602)**

TEACHING GRAMMAR AS A MEANING-MAKING RESOURCE: TEACHER EMPOWERMENT

Christine Anita Xavier, National Institute of Education, Singapore

This paper will discuss the benefits of an action-research project involving seven EL teachers from a Singapore primary school and an EL academic from the local, national institute of teacher education that focused on the teaching of grammar as a meaning-making resource within the EL writing classroom. The action-research project involved engaging the teachers in professional development sessions on the subject content knowledge of grammar as a meaning-making resource, teacher inquiry of essays written by students, revision of existing instructional materials to integrate the teaching of grammar within the teaching of writing, and the actual classroom teaching of grammar as a meaning-making resource in writing. With specific reference to the findings from interviews of two teachers on the team who were involved in the classroom teaching phase, the paper will discuss how such an action-research project can empower EL teachers to teach grammar as a meaning-making resource in the EL writing classroom. The findings suggest that such a project leads to an enhancement of teacher content knowledge of grammar as a meaning-making resource,

improved pedagogical decisions and practices in the EL writing classroom and elevated teacher confidence in engaging students in discussions about the use of grammar in writing.

PARALLEL SESSIONS SPEAKER 50

**Monday, 13 March 2023
15:30 PM – 16:00 PM
(Room 603)**

THE DEVELOPMENT OF AN ONLINE 'STUDY ABROAD' PROGRAMME FOR JAPANESE UNIVERSITY STUDENTS

Emi Davis, Osaka Seikei University, Japan

The COVID-19 outbreak, which posed an unprecedented threat worldwide, forced the cancellation of the short-term study abroad programme for the new enrollments of 2020 after several postponements. The purpose of this paper is to report on the overview and results of the online language training that was developed in partnership with an affiliated language school in Ireland. It was conducted in the summer of 2021 as an alternative to the study abroad programme, incorporating a part of our own curriculum in the language school's general English course. The report discusses the results of the student reflection on their experience and identifies areas for improvement. Given that the study abroad situation remains unpredictable in the future, the development of a sustainable online "study abroad" programme is worthy of consideration. Also, if it can be offered as an option, it would be a valuable addition to the University's international education programmes because there are many students who cannot afford actual study abroad experiences or who have to meet the time scales to complete the course requirements. Hence, the report analyses the benefits and shortcomings of the current online training and considers necessary elements that could make it an alternative "study abroad" experience.

PARALLEL SESSIONS SPEAKER 51

**Monday, 13 March 2023
15:30 PM – 16:00 PM
(Room 604)**

COMPARING THE LEARNING EFFECTIVENESS OF USING GRE VOCABULARY APP & PRINTED BOOK

Emily Huang Yi-Ping, National Taiwan Normal University (NTNU), Taiwan

With rapid development of technology and mobile devices, the area of the mobile assisted language learning (MALL) has gained lots of attention in the past few decades. Compared with traditional learning style, many language learners would prefer to learn with mobile devices owing to its portability. However, previous studies have yet to reach the consensus about the effectiveness of using mobile devices and traditional learning style (printed book) in terms of vocabulary learning. The present study focuses on GRE vocabulary acquisition and investigates the learning effectiveness with GRE Vocabulary Flashcards App in comparison with the traditional learning approach - GRE vocabulary printed book. Twenty intermediate and advanced learners were recruited and divided into two groups to acquire a set of GRE vocabulary using two different learning approaches for two weeks. The result shows both groups made great improvement after treatment while the paper-based group performed slightly better than the app-based group. A post-treatment questionnaire is also conducted to better understand learner perceptions, discussing the factors contributing to and affecting their vocabulary learning. Several findings in relation to personal learning style and their past learning experience are also discussed.

PARALLEL SESSIONS SPEAKER 52

**Monday, 13 March 2023
15:30 PM – 16:00 PM
(Room 605)**

PARTIAL ADJUSTMENT ON LISTENING MATERIALS FOR DARING CLASS BY USING YOUTUBE VIDEOS

Yasmin Farani, University of Merdeka Malang, Indonesia
Dwi Winarni, University of Merdeka Malang, Indonesia

Basic Listening course is a 2-credit-subject which is taught to the 2nd semester students at Diploma Three English Program of University of Merdeka Malang, East Java, Indonesia. Due to the COVID -19 Pandemic in the last two year, the teaching learning activities were switched, from offline (luring) to online (daring) which resulted in the existing teaching materials as well. The language laboratory activities changed into synchronous and asynchronous activities. The main objective of this R&D study is to propose the use of

Internet technology through selected videos in the YouTube Channel to partially adjust the existing teaching materials in the Basic Listening course. The researchers, who are also the primary instruments, adapted the framework of Graves' materials development and used questionnaires as the secondary instruments. The framework consists of six components of course development process, however, the researchers did not use them all for they merely made partial adjustment to the materials used during the offline class. The products were in the form of softcopy files given to the students as handouts.

ONLINE PARALLEL SESSIONS

ONLINE PARALLEL SPEAKER OP13

**Monday, 13 March 2023
15:30 PM – 16:00 PM
(Makerspace)**

JAPANESE HIGHER EDUCATION INSTITUTIONS DURING THE COVID-19 PANDEMIC: BARRIERS TO CHANGE AND NECESSITATING A PSYCHODYNAMIC VIEWPOINT

David McCurrach, Kwansai Gakuin University, Japan

As a result of poor ICT competency and cultural pressures owing to collectivism, it is argued in this paper that the mental health of Japanese Higher Education Institution (HEI) teachers during the covid-19 pandemic was at serious risk. A transactional leadership style persists, which creates a work environment with poor two-way communication and little support. The frantic actions of HEIs during the pandemic made things worse by forcing teachers to work online with little preparation or consideration for their emotional context. In educational change, approaches to leadership can be usefully enhanced through a psychodynamic approach, as this enables leaders to consider how teacher anxiety can be acknowledged, expressed, and contained. An analysis of literature and experiences from the author's own HEI confirms that leadership of HEIs were inadequate in this regard, and suggestions are given for future changes which include exposure to western psychodynamic concepts and methodological integration.

ONLINE PARALLEL SPEAKER OP14

**Monday, 13 March 2023
15:30 PM – 16:00 PM
(Learning Space)**

DIGITAL MULTIMODAL COMPOSING IN HIGHER EDUCATION

Jenifer Ho, City University of Hong Kong, Hong Kong

Digital multimodal composing (DMC) is increasingly popular in higher education settings, especially during the pandemic when face-to-face instruction was not always possible. DMC allows students to mobilise a wide range of semiotic resources to make meaning, including language, images, sound effects, animation, and layout. In this talk, I present the design and implementation of a content course for English-major students at a university in Hong Kong, and how DMC is incorporated in the curriculum. While a lot of studies in DMC focus on facilitating L2 learning and investment, the course in focus aims to provide students with theoretical and practical knowledge of the principles of multimodal design, a much-needed skill in the 21st century workplace. Through conducting in-depth semi-structured interviews with students who attended the course, the presentation argues that not only does DMC provide affordances for acquiring linguistic skills, but it can also be used for students to develop critical thinking skills when making design decisions. This presentation concludes with pedagogical implications of implementing DMC in content courses.

ONLINE PARALLEL SPEAKER OP15

**Monday, 13 March 2023
15:30 PM – 16:00 PM
(Room 810)**

SYLLABUS DESIGN FOR TEACHING RESEARCH ENGLISH WRITING AND PRESENTATION IN STUDENTS' DISCIPLINARY DOMAINS OF SCIENCE AND ENGINEERING AT THE POSTGRADUATE LEVEL IN JAPAN

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

This presentation reports a case study of syllabus design to address the gap between general English education and real-life English education for postgraduate students of science and engineering at a national university in Japan. It details the historical development of the university-wide compulsory postgraduate English program and the collaboration between English and science faculty for both syllabus design, course implementation, and the recent evolution of the syllabus. Specific aspects related to syllabus construction

include the selection of course content areas, genres, language skills, teaching materials, teacher recruitment, teaming teaching systems involving English and disciplinary faculty, assessment, and program management. Other issues such as professional development among full-time and part-time English teachers, program-wide quality control, and course evaluation by students are also demonstrated and discussed.

ONLINE PARALLEL SPEAKER OP16

**Monday, 13 March 2023
15:30 PM – 16:00 PM
(Room 616)**

USE OF THE LIULISHUO MOBILE APPLICATION FOR IMPROVING CHINESE STUDENTS' ENGLISH SPEAKING

Ruixi Li, Pinghu Central School, China

English as a Foreign Language (EFL) students lack daily opportunities to practise and use English-speaking skills daily. To compensate for this lack, mobile-assisted language learning provides alternative opportunities for them. In China, the Liulishuo Mobile Application offers various learning materials and immediate voice feedback to its users. This current study employed an intervention design with a qualitative case study to investigate Chinese EFL bachelor university students' experiences, learning strategies and perceptions before and after using the Liulishuo application for improving their English speaking skills. After an intervention to show how this mobile application could be used, the study collected data from ten participants using semi-structured interviews and diaries. It was found that the participants accessed various learning materials provided by the application, arousing learning interests. The participants enjoyed immediate feedback on their speaking promptly and pointed out its easy-to-use features to motivate them to improve their speaking skills. The study, nonetheless, found some limitations of this application that needed to be addressed by language teachers (e.g., some unfamiliar learning content that limited students' ability to self-regulate as they need expert advice). This presentation discusses some practical implications for better integration of the mobile learning into a classroom context.

PANEL DISCUSSION 1

**Monday, 13 March 2023
16:40 PM – 17:20 PM
(Auditorium)**

PANEL TOPIC: ENGLISH LANGUAGE TEACHING AND LEARNING IN A MULTILINGUAL WORLD: CURRENT TRENDS IN RESEARCH AND PRACTICE

Panellist: Ian Clifford; Jim McKinley; Judy Noguchi; Sender Dovchin & Supakorn Phoocharoensil
Moderator: Roby Marlina

PROGRAMME

TUESDAY, 14 MARCH

INVITED SPEAKERS

INVITED SPEAKER 5

**Tuesday, 14 March, 2023
09:00 AM – 09:50 AM
(Auditorium)**

RETHINKING ENGLISH LANGUAGE ASSESSMENT: VOICES FROM THE FIELD

Hanan Khalifa, (Cambridge University Press & Assessment), United Kingdom

Undoubtedly, COVID-19 has created the largest disruption of education systems in history. At its peak, the pandemic affected 1.6 billion learners in more than 190 countries. Closures of schools and other learning spaces impacted 94% of the world's student population. The pandemic has intensified the global digital divide and highlighted deep problems with infrastructure, school preparedness, and learning environments.

However, crisis and constraints breed creativity, innovation and brings about positive change. Research has shown positive attitudinal change towards online education, the rise of flexible curriculum, a deeper appreciation of the teacher and an increased parental engagement. Rethinking English language assessment and what to assess is a must not only in response to COVID-19 but also to technological advances, human migrations, and commitment to the UN sustainable development goals. In this talk, I will share with you latest practices and innovations and bring in global, glocal and local perspectives. Rethinking English language assessment is the right thing to do in a rapidly changing world.

INVITED SPEAKER 6

**Tuesday, 14 March, 2023
09:00 AM – 09:50 AM
(Rooms 506-508)**

REIMAGINING LANGUAGE TEACHER EDUCATION IN THE CONTEXT OF CHANGE: THE SINGAPORE EXPERIENCE

Caroline Ho, English Language Institute of Singapore, Ministry of Education, Singapore

In the current world of unprecedented change and disruption, the question of how English Language Teaching (ELT) professionals can be empowered to meet the demands of a fast-changing language teaching and learning landscape has never been more critical. With rapid technological advancement driving ELT professionals to adapt and transform faster than ever before, this calls for a closer examination of how language teacher education can remain relevant and responsive. This paper examines the learning opportunities and challenges in both offline and online learning spaces and navigating across different modalities in the Singapore context. It addresses what it means for participants to better connect and meaningfully engage with each other in online and blended learning spaces. Of specific interest is the nature of online engagement (Bond & Bedenlier, 2019; Fredricks et al., 2016) and interactivity (Chang & Kuo, 2021; Croxton, 2014), and what purposeful meaning-making and knowledge co-construction in technologically-mediated contexts involves. This paper highlights the pitfalls to avoid in online professional learning. Pedagogical implications and design considerations to develop learning experiences that optimise learning spaces which cut across time, space and place are discussed. Reimagining language teacher education is contextualised against the core fundamentals of language pedagogy (CPDD, 2020) and underlying design principles for effective professional learning (PDPO, 2022) to enhance teacher agency, participation and engagement.

PARALLEL SESSIONS

PARALLEL SPEAKER 53

**Tuesday, 14 March, 2023
10:30 AM – 11:00 AM
(Auditorium)**

ENGLISH LEARNING MOTIVATION AND EMOTIONAL EXPERIENCES: AN ANALYSIS OF CRITICAL REFLECTIVE ESSAYS

Tae-Young Kim (Featured Speaker representing KATE), Chung-Ang University, South Korea

This paper focuses on the role of emotional experiences in understanding the longitudinal changes in English learning motivation. In this paper, it is assumed that the English learning experience, a crucial element in the L2 Motivational Self System, can be augmented by systematically analysing the nature of emotional experiences. By using a grounded theory approach, 142 pre-service teachers' previous English learning experiences were analysed. The participants went through two steps: they were first required to submit a three-page reflective essay on their previous English learning experiences. After completing the essay, they self-rated their level of English learning motivation and made a "motigraph", or a visual representation of their motivational level by school year. In each motigraph, the horizontal axis represented the participants' past school years from Grade 3 to Grade 12, whereas the vertical axis denoted the 11 levels of English learning motivation from 0 (no motivation at all) to 10 (highest degree of motivation). The findings show that each participant perceived the factors of motivation and demotivation differently despite the external similarities among these factors. This paper argues that learners' accumulation of emotional experiences and their appraisal of them is crucial to enhancing the level of English learning motivation.

PARALLEL SPEAKER 54

**Tuesday, 14 March, 2023
10:30 AM – 11:00 AM
(Rooms 506-508)**

VALIDATING A SUMMARY AND ESSAY TASK FOR CRITICAL THINKING AND CREATIVITY SKILLS

Akiyo Hirai, University of Tsukuba, Japan
Shieru Yamada, University of Tsukuba, Japan

Critical thinking and creativity (CT and C) skills have become increasingly important for making reasoned judgments and solving problems in today's rapidly changing technological society (e.g., Griffin et al., 2012; Organization for Economic Co-operation and Development, 2018). Following this trend, teachers are encouraged to nurture these skills in English language learners. To improve students' CT and C skills, it is important to create tasks that require students to use these skills and rubrics to measure them. In this study, we focus on a skill-integrated summary and essay task and examine whether this writing task can tap some of the important CT and C skills we intend to measure. For validation, we created the summary and essay task and its rubrics based on the theoretical frameworks of CT and C skills; we then tested it on 80 first-year university students. We also provided students with a questionnaire asking what skills they used to complete the task. The students' writing products were scored and analyzed using the many-facet Rasch measurement (MFRM) to examine whether the rubrics functioned properly. The results showed that, overall, the students used the intended skills and the rubrics functioned within the acceptable range.

PARALLEL SPEAKER 55

**Tuesday, 14 March, 2023
10:30 AM – 11:00 AM
(Tanglin Room 1)**

THE EFFECTIVENESS AND PERCEPTIONS OF APP-BASED LEARNING ON YOUNG LEARNERS' ORAL PERFORMANCE

Gloria Tseng, National Taiwan Normal University, Taiwan

Due to the pandemic, students cannot attend school, thereby missing out on opportunities to practice speaking. In this regard, automatic speech recognition (ASR) has been proven to be a helpful technology to improve learners' oral performance. Therefore, Read Along, a recent Google app with ASR that provides sound correction feedback, was chosen for this study. This study examined Read Along's effectiveness on oral performance by measuring fluency and accuracy on pre- and post-tests. Six students from elementary schools in northern Taiwan participating in the study were required to read storybooks in Read Along for five weeks, 15 minutes per day. Participants were divided based on their proficiency level, and both groups completed pre- and post-tests with Lexile levels of 0-200 and 450-490, respectively. Following the treatment, all participants completed a semi-structured interview and a questionnaire. Results demonstrated all participants improved in their oral fluency and accuracy, and qualitative results revealed participants were satisfied with the app's usability and preferred Read Along over traditional methods (e.g., CDs). The study found that Read Along may enhance oral performance, particularly with segmental features. This would allow language teachers to focus on the practice of supra-segmental features in the language classroom.

PARALLEL SPEAKER 56

**Tuesday, 14 March, 2023
10:30 AM – 11:00 AM
(Tanglin Room 2)**

USING DIRECTED SELF-PLACEMENT TO PROVIDE AGENCY TO ENGLISH LANGUAGE LEARNERS

Gusztav Demeter, Case Western Reserve University, United States

Directed Self-Placement (DSP) has been recognized long before the pandemic as a valuable and effective response to methods of assessment for placement purposes that proved problematic in terms of being oppressive, exclusionary, or standardized. DSP provides agency to students (Aull, 2021; Moos & Van Zanen, 2019), particularly to English language learners. For such students, DSP has been found effective especially because it gives them a voice in their own placement (Ferris & Lombardi, 2020; Ferris et al., 2017) and promotes a student-centred philosophy, which seem to outweigh concerns about the ability of students to self-assess accurately (Crusan, 2011). Finally, studies have shown that implementing DSP honors the rhetorical act of writing and has wide-ranging effects on curriculum and pedagogy (Lewiecki-Wilson et al., 2000). This presentation will describe the expansion of DSP to international, non-native speakers of English at a university in the US and how giving agency in the choice of their first-year writing courses improved student motivation and brought student voices to the forefront of the pedagogy of our writing program and

curricular planning. The discussion will be supported by survey data of both students and instructors in the program.

PARALLEL SPEAKER 57

**Tuesday, 14 March, 2023
10:30 AM – 11:00 AM
(Room 501)**

ALTERNATIVE PEDAGOGIES FOR CRITICAL THINKING COURSES: UNDERSTANDING CRITICAL PEDAGOGY AND INQUIRY-BASED LEARNING

Fumi Takegami, Kumamoto Prefectural University, Japan

Education should be a dynamic and evolving process aimed at preparing students to meet the changing needs of society. In their attempts to avoid staticity, university members in working groups are constantly tasked with organizing new courses in their curricula to meet the changing times. The premise of this study is that in cases when new courses enter the curriculum with much time spent on designing and outlining 'csyllabuses, there also needs to be adequate attention given to identifying appropriate pedagogies for teachers to teach the courses. This study addresses courses designed to develop students' critical thinking skills as a component of English language and literature departments. The claim is made that when syllabuses are designed with the purpose of developing critical thinking skills, they require pedagogies that contrast with the approaches of those teachers who rely on traditional, transmission-based models of teaching in their classes. To assist teachers to re-conceptualize their instruction to meet the needs of new courses aimed at critical thinking skills, professional development is needed. In this study, two alternative pedagogies, critical pedagogy as a theoretical framework and inquiry-based learning as a cohering method are presented as effective means to implement the new courses. In addition, descriptions and examples of problem-based learning and the technique of scaffolding are given as complementary to administering the organizing theory of critical pedagogy and inquiry-based learning methods into the classroom in practice. Being associated with alternative pedagogies, professional discourse will further enhance their teacher development. It will help those who have relied heavily on transmission-type approaches to re-conceptualize their teaching toward finding ways to better inform their instruction in practice to meet the needs of courses designed to develop critical thinking skills.

PARALLEL SPEAKER 58

**Tuesday, 14 March, 2023
10:30 AM – 11:00 AM
(Room 502)**

EXPLORING COLLABORATION AMONG LANGUAGE TEACHERS IN HIGHER EDUCATION AS A CONTEXT FOR PROFESSIONAL LEARNING AND DEVELOPMENT

Fei Teng, University of Auckland, New Zealand

Building a collaborative culture seems to become the norm for every organization. The educational sector, therefore, needs to react to this demand by equipping students with collaborative minds and skills, and educators need to collaborate proficiently before teaching teamwork. Previous research investigated different forms and aspects of teacher collaboration, particularly the preconditions and consequences. For example, results from TALIS 2013 indicated that teachers engaged in collaborative learning displayed more self-efficacy and job satisfaction, as well as reported more innovative practices. However, teacher collaboration appears challenging to achieve, despite its importance and potential being widely recognized. My research explored collaboration among EFL teachers of eight Chinese universities in the same region. Findings show that, at the department level, teachers are exposed to various collaborative opportunities and structures focused on teaching. Still, they are more actively involved in collaborative settings focusing on research. By investigating the relationship between the reported learning engagement and the perceived effectiveness of collaborations, in terms of the conceptual framework of the Professional Learning Community, it became evident that when teachers are involved in more reflective and joint learning activities, they tend to experience a more profound level collaboration and a growing sense of teacher communities. Professional Learning Community is a form of collaboration to its fullest. My research reflects the features of university EFL teachers' collaboration in a Chinese region and indicates how teachers are engaged in their learning activities is the critical factor in affecting the collaborative processes and depth. Department-level Management of teacher learning activities and their focus may play an essential role in transforming teachers, and ultimately students, into proficient learners and collaborators.

PARALLEL SPEAKER 59**Tuesday, 14 March, 2023
10:30 AM – 11:00 AM
(Room 503)****INVESTIGATING TEST-TAKING STRATEGIES TO COLLECT VALIDITY EVIDENCE FOR A COLLOCATION TEST**

Hang Thi My Nguyen, University of Foreign Language Studies - the University of Danang, Vietnam

Validation is an integral part of the test development process, as users might not want to use a test without evidence of its quality. While quantitative evidence (e.g., item analysis) is commonly used in validation research, qualitative evidence (e.g., test-takers' cognitive processes when answering test items) is employed in very few studies on vocabulary assessment. The purpose of this presentation is to discuss the validity of academic collocation test results based on post-test interviews with participants about their test-taking strategies. A 60-item gap-filling test was designed to measure learners' ability to produce suitable two-word academic collocations (e.g., "key element") for specific contexts. The test was administered online to 343 university students in Vietnam and New Zealand. Forty-four of the participants took part in semi-structured interviews up to two weeks after the tests. Respondents reported using three test-taking strategies: using provided prompts, using dictionaries, and leaving answers blank. While the first strategy employed by all respondents indicated that the test allowed test-takers to demonstrate target knowledge, the latter two strategies posed threats to the validity of test results. Overall, this study suggests that investigating test-taking strategies is a useful method to shed light on test validity, which is especially beneficial for online assessments where test-taking processes cannot be observed directly.

PARALLEL SPEAKER 60**Tuesday, 14 March, 2023
10:30 AM – 11:00 AM
(Room 504)****FACE-TO-FACE, ONLINE, OR HYBRID LANGUAGE LEARNING/ENGAGING IN A COVID-19 ENDEMIC WORLD?**

Hideyuki Taura, Ritsumeikan University, Japan

Online language learning and engagement has become a predominant issue in the COVID-19 pandemic world. This paper first presents what changes were observed when students participating in face-to-face study abroad programmes by tracking three Japanese learners of English (one high school student and two university students) for over a year while they resided in English-speaking communities. Secondly, a professional Japanese-English interpreter was monitored for over three years and data were collected twice: in 2019 when interpretation was always in person and then in 2022 after two years of online interpretation. These two sets of data include spontaneous spoken and written data, to be analyzed both linguistically (complexity, accuracy, fluency, and vocabulary) and neurolinguistically (brain activation level and area). The results are discussed in terms of which mode of language learning/engagement is more productive in a COVID-19 endemic world - face-to-face, online, or hybrid?

PARALLEL SPEAKER 61**Tuesday, 14 March, 2023
10:30 AM – 11:00 AM
(Room 601)****RETHINKING TERTIARY-LEVEL EFL LEARNERS' NEEDS AND SELF-EVALUATION OF THEIR PROFICIENCY FOR A COVID-19 ENDEMIC WORLD**Hiroya Tanaka, Hokkai-Gakuen University, Japan
Ken Urano, Hokkai-Gakuen University, Japan
Shinya Ozawa, Shudo University, Japan
Daisuke Nakanishi, Shudo University, Japan

Investigating learning needs is an essential stage in any language program development and evaluation process. This study aims to examine Japanese tertiary-level EFL learners' needs and self-evaluation of their English proficiency in order to inform researchers and practitioners as well as teachers at their schools of the current learners' reality in a COVID-19 endemic world. In the preliminary study, 241 participants (119 first-year and 122 second-year English and its Culture major students) completed an online questionnaire survey, which asked about their current self-evaluated proficiency, their learning needs at the time of graduation, and their life-long learning needs according to the CEFR (Common European Framework of Reference) descriptors in five skills; listening, speaking, interacting, reading, and writing. Their English proficiency

measured by an English proficiency test, TOEIC, varied from 180 to 885 with an average of 475.25 (SD = 128.05). The participants also answered an open-ended question regarding their skill needs at the time of graduation. Their self-evaluation levels were compared with their scores of the English proficiency test. Tentative results showed that the participants tended to judge their current proficiency level higher than reality and to expect to achieve more than they could probably do at the time of graduation. The results of an open-ended question implied that there were certain needs for real-time communication with other English speakers, which possibly reflected the participants' lowest evaluation in their current interacting skills among the five skills. This paper will report on the results of the main study with additional participants from a different major (i.e., Business Administration) from the same university as well as participants from a different university to examine the extent to which the results of the preliminary study can be generalized.

PARALLEL SPEAKER 62

**Tuesday, 14 March, 2023
10:30 AM – 11:00 AM
(Room 602)**

LEARNING TO AVOID PLAGIARISM THROUGH TEST TAKING

Izumi Watanabe-Kim, International Christian University, Japan

Although pandemic-imposed challenges made it difficult to ensure test security, positive changes were seen in language assessment. As formerly proposed by Turner and Purpura (2016), assessment practice focused more on enhancing learning rather than passing judgement on the degree of mastery. When monitoring was not feasible, emphasis on peer and self-assessment, comment-only marking, or the formative use of summative test results (Black, 2009; Green, 2018) seemed sensible for remote teaching. This presentation will share a case of assessing plagiarism knowledge of L2 writers with an online tool developed amid the pandemic. The focus is on the educational outcomes of test use - how the test functioned as an assessment for learning. It will show how students clarified the concepts and noticed weaknesses in paraphrasing through test taking. Rather than finding ways to increase test security and "policing" (Howard, 1995) plagiarism, a change in the assessment approach might be more constructive.

PARALLEL SPEAKER 63

**Tuesday, 14 March, 2023
10:30 AM – 11:00 AM
(Room 603)**

EXPLORING THE LITERACY DEMANDS AND COPING STRATEGIES OF SCIENCE STUDENTS IN EMI CLASSROOMS: A CASE STUDY OF TEACHERS AND STUDENTS IN HONG KONG CLASSROOMS

Jack Pun Kwok Hung, City University of Hong Kong, Hong Kong

Teaching science through English is a growing phenomenon around the world. In this presentation, I will discuss the latest research into EMI instructions around the globe and the challenges that teachers and students face when learning science through English in many cultural contexts. In particular, I will report a study in Hong Kong which explores the teaching and learning process in EMI science classrooms (Physics, Chemistry, Biology). Drawing the multiple sources of data from semi-structured interviews, questionnaires and 34 hours video-recorded classroom observations of 19 teachers and 545 students, the analysis explored the patterns of classroom interactions (turn-taking, ratio of talk, language choices, question types) in local secondary schools. The teachers and students' perceptions on EMI teaching and learning process including their views on EMI, choices of classroom language, the language challenges, coping strategies will also be investigated. By providing an evidence-based, detailed analysis of authentic classroom interactions, this research hopefully sheds light on ways for improving the quality of instructional practices in different EMI classrooms worldwide.

PARALLEL SPEAKER 64

**Tuesday, 14 March, 2023
10:30 AM – 11:00 AM
(Room 604)**

MULTIMODAL DESIGN OF EMI ASSESSMENT TASKS: THE VISUAL, VERBAL, AND COGNITIVE INTERPLAY

Jiajia Eve Liu, City University of Macau, China
Yuen Yi Lo, Hong Kong University, China

EMI subject classes involve an interplay between content knowledge, English language skills, and cognitive skills, which can be challenging for students who learn English as an additional language. In recent years, studies have explored potential ways to use multimodal resources to mediate the teaching and learning of

content knowledge and cognitive skills. Yet, little research has addressed multimodal design in assessment. Through interviewing and examining the assessment materials of 10 purposefully sampled primary and secondary EMI teachers in Asian contexts, this study investigates what and how multimodal resources are designed in assessment tasks in the EMI science and social science subjects. It is found that visual representations, particularly images, diagrams, graphs, and tables, are frequently designed as an essential part in the assessment tasks. Furthermore, visual representations are designed with verbal texts in assessment tasks with three levels of cognitive demands, namely description, application, and analysis. By presenting examples of multimodal assessment tasks and illustrating the interplay between visual representations, verbal texts, and different levels of cognitive demands in these assessment tasks, this study discusses implications for designing multimodal assessment in EMI subject classes to mediate the communication of assessment questions and student expression of content knowledge and cognitive skills.

PARALLEL SPEAKER 65

**Tuesday, 14 March, 2023
10:30 AM – 11:00 AM
(Room 605)**

WHAT'S DEVELOPED IN TEACHER CONTINUING PROFESSIONAL DEVELOPMENT IN FORMATIVE ASSESSMENT LITERACY?

Jiayi Li, Victoria University of Wellington, New Zealand
Peter Yongqi Gu, Victoria University of Wellington, New Zealand

Formative assessment has become an increasingly popular topic in educational reform since the publication of Black and Wiliam's (1998) highly influential review article. In China, formative assessment has been promoted by the Ministry of Education in its curriculum standards for over two decades. A lack of implementation in classrooms has been attributed to the lack of assessment literacy among classroom teachers. A 12-week professional development program was designed and implemented for a group of five secondary school EFL teachers in China aiming at developing their formative assessment literacy. The program took the form of collaborative action research in which a researcher joined the teachers to form a community of practice for continuing professional development. Classroom video recordings and interviews were transcribed and coded using NVivo 12. This presentation focuses on one teacher from the community of practice who improved on her knowledge and beliefs about formative assessment. However, improvement patterns in formative assessment practices were much more complex. This presentation will highlight implications in the development of classroom assessment literacy in the Chinese EFL context. We hope that these implications will be relevant to similar educational contexts as well.

ONLINE PARALLEL SESSIONS

ONLINE PARALLEL SPEAKER OP17

**Tuesday, 14 March, 2023
10:30 AM – 11:00 AM
(Makerspace)**

UNRAVELLING EMI AS A PREDICTOR OF STUDENT ENGLISH PROFICIENCY IN VIETNAMESE HIGHER EDUCATION: EXPLORING SOCIAL STRATIFICATION AS VARIABLES

An Nguyen, The Open University, United Kingdom

One key objective of the English Medium Instruction (EMI) programme in non-Anglophone countries is to improve students' English skills in both academic and professional environment. Despite the high cost and the popularity of the programme policy, there remains a lack of empirical studies on the link between attending an EMI programme and students' English proficiency. This paper employs data from 111 students majoring in International Business from a top Vietnamese university to compare English competency, measured by the popularly regarded Duolingo Test, between students enrolling in an EMI programme and their counterparts who are taught the same curriculum but in the native language, Vietnamese Medium Instruction (VMI). Controlling for different social backgrounds, I show that participation in EMI is associated with a higher English test performance. Analysis using multiple interaction terms shows that male EMI participants, or students coming from lower income households, having lower English scores in high school, and attending more English private tutoring would benefit more from EMI. The analysis sheds light on potential socioeconomic obstacles to access EMI and English skill development. Follow-up interviews similarly show relevance of demographic backgrounds to the students' perceptions of EMI and of their English proficiency. The study provides clear evidence of substantial associations between EMI and English skills. Further studies are needed to establish the causality of the results.

ONLINE PARALLEL SPEAKER OP18

**Tuesday, 14 March, 2023
10:30 AM – 11:00 AM
(Learning Space)**

CONTEXTUALISING DIALOGIC TEACHING PRINCIPLES IN AN ENGLISH LANGUAGE LEARNING COURSE

Anthony Wotring, University of Wollongong, Australia

A persistent challenge for language teachers is translating theoretical concepts into curricula that meet learners' need. In contexts where talk is effectively dominated by teachers (e.g., English language courses in Asia), research advocates for teaching approaches that increase student involvement in classroom talk. One innovative approach, dialogic teaching, perceives classroom discussion and design through a principled understanding of classroom talk and its role in promoting student learning. Nascent findings on language teachers adoption of dialogic teaching report mixed results in teacher and student uptake, possibly due to the implementation process conducted by a lone teacher-researcher. This presentation reports on the process of adapting dialogic teaching principles for a South Korean university's English language course. Data were collected across two phases: an initial phase exploring instructors' experiences that informed their curriculum design, and a second phase focused on the re-design of a language programme based on instructor and student feedback. Findings reveal a shift in teacher thinking and a development of student talk abilities as a result of this curriculum design process. This presentation offers teachers a set of design principles drawn from our student, reflecting this principled, collaborative understanding of talk as both a semiotic and pedagogical tool.

ONLINE PARALLEL SPEAKER OP19

CANCELLED

**Tuesday, 14 March, 2023
10:30 AM – 11:00 AM
(Room 810)**

RELIEVING THE TECHNOSTRESS OF EAP TEACHERS AND DEVELOPING THEIR PROFESSIONAL DIGITAL COMPETENCE THROUGH MICROLEARNING: A QUALITATIVE INQUIRY

Lucas Kohnke, The Education University of Hong Kong, Hong Kong

In response to the outbreak of the COVID-19 pandemic in 2020, many teachers were required to re-conceptualize their teaching practices and adopt various forms of digital technology to facilitate student learning (Cheung, 2021). These changes put a spotlight on teachers' digital competence (Starkey, 2020) and the need for upskilling (Moorhouse, 2021). This study explores the factors that influence the professional digital competence of tertiary English for Academic Purposes (EAP) teachers in the Hong Kong context and their experiences of stress while using new digital technology through an innovative professional development approach known as microlearning. Microlearning is an approach to professional development that targets a small number of learning objectives and break them down into short, concise, and easily-consumable segments to achieve effective instruction (Corbeil, et al., 2021). We developed an online course including microlearning activities based on the results of a needs analysis conducted with 16 participants, which used a questionnaire and interviews to assess their digital competence and stress factors related to the use of digital technology. This study adopts a mixed-method longitudinal design to examine if there have been any changes to their professional digital competence or experience of 'technostress' before and after the course. Based on the understanding derived from this mixed-method longitudinal study, we will propose a model to employ microlearning to enhance EAP teachers' professional digital competence and mitigate the levels of technostress they experience.

ONLINE PARALLEL SPEAKER OP20

**Tuesday, 14 March, 2023
10:30 AM – 11:00 AM
(Room 616)**

THE RESILIENT CASE OF THE 'TEACHER'S SENSE OF PLAUSIBILITY': A STUDY OF INDIAN PRIMARY TEACHERS GOING INWARD AND FIGHTING PANDEMIC TOWARDS QUALITY ENGLISH EDUCATION

Akshay Kumar, The English and Foreign Languages University, India

The pandemic with sudden shifts invited teachers across the globe to reflect on their decision making sensibilities to eventually get in touch with their 'teacher's sense of plausibility' (TSOP). TSOP across context enabled teachers with localised solutions and inspired academicians such as Prabhu (2019), Maley (2019) and Mukandan (2021) to remind us of its prominence in everyday teaching lives. This paper reports a study

involving twenty in-service teachers from seven Indian primary schools dedicated to young learners from marginalised contexts, which aimed to explore: a) beliefs and assumptions of primary school teachers regarding language teaching in their context; b) major issues and challenges these teachers faced in their classrooms and how their TSOPs enabled them to overcome the same; c) suggestions that they have to offer for ESL teachers working in under-resourced yet marginalised contexts. The methodology adopted for the study involves informal conversations, semi-structured interviews, a checklist and the BALLI inventory. The data analysed through descriptive statistical approach and content analysis suggested that: a) their beliefs and assumptions were centred around utilising learners' environment, language acquisition principles and materials adaptation; b) issues and challenges of learner absenteeism, lack of materials and online training, and, working in hospitals yet managing classes etc. deemed to be of most affect and effect. Their TSOPs enabled them to reflect and make localised decisions regarding the materials and innovative teaching methods; c) their suggestions saw major concerns in relation with peer support, enforcement of innate teaching abilities and localised governmental interventions. Additional insights about primary level ESL teacher education and training were also found which asked for improved teacher mentoring, need-based support, promoting teacher-generated materials and reducing the workload.

INVITED SPEAKERS

INVITED SPEAKER 7

**Tuesday, 14 March, 2023
11:10 AM – 12:00 PM
(Auditorium)**

TRANSLANGUAGING AND EMOTIONALITY IN ENGLISH LANGUAGE LEARNING FOR A COVID-19 ENDEMIC WORLD

Sender Dovchin, Curtin University, Australia

Drawing on the translanguaging practices of English language learning students in the higher education contexts from the Asia Pacific region, this presentation points out two main theoretical points: (1) when translanguaging moves beyond the classroom, it may provide English language learning students with an emotionally and linguistically safe space where they feel comfortable in managing their negative emotions through employing multiple entangled layers of linguistic and paralinguistic resources; (2) translanguaging data further presents that these students can be prone to negative emotionality, particularly during this COVID-19 Endemic World, putting their mental health in jeopardy. As a result of their negative emotionality, their academic concentration is inhibited, as is their ability to learn English well. We, as TESOL educators, therefore, need to consider two critical educational implications: (1) how English language learning students use different linguistic repertoires outside the classroom, what they talk about, and which emotions they prefer to express in which forms of their linguistic repertoire; and their multiple emotions, traumas and psychological issues embedded within their multiple ways of learning, being, and speaking; (2) consolidate appropriate interventions aimed at reducing negative emotionality that have the potential to harmfully impact their academic performance existing in their English learning contexts (Dovchin, 2021).

INVITED SPEAKER 8

**Tuesday, 14 March, 2023
11:10 AM – 12:00 PM
(Room 506-508)**

WHAT IS THE LANGUAGE TRIPTYCH AND HOW CAN IT BE A PEDAGOGICAL AND PROFESSIONAL DEVELOPMENT TOOL?

Dario Luis Banegas, University of Edinburgh, United Kingdom

In Content and Language Integrated Learning (CLIL), Prof. Do Coyle's Language Triptych is a powerful pedagogical tool for lesson planning and delivery. In this talk, I will briefly introduce CLIL and the Language Triptych before I discuss how this framework can be an empowering pedagogical and professional development tool with pre- as well as in-service teachers in language education in general. My discussion will draw on a study I carried out in 2021 as educational systems around the world were still coping with the Covid-19 pandemic. The study entailed working with a group of pre-service and in-service English language teachers who employed the Triptych to organise their language lessons. However, given the restrictions imposed on travelling and face-to-face events and the explosion of webinars (webinaritis), the teachers embraced the framework as a potent tool to make sense of their formal teacher education programme and develop a collective and personal theory of practice which fed into their professional knowledge as agentive intellectuals. I will conclude by articulating research-informed, practice-orientated implications for continuing professional development initiatives and pre-service teacher preparation in CLIL and ELT.

WORKSHOP SESSIONS

WORKSHOP W1

**Tuesday, 14 March, 2023
13:30 PM – 14:20 PM
(Auditorium)**

ENGAGEMENT BY DESIGN: REIMAGINING THE EL CLASSROOM IN THE POST-PANDEMIC ERA

Ghazali Abdul Wahab, Canberra Secondary School, Singapore

In this workshop, participants will be led down the rabbit hole to experience how epic meaning through storylines is created to address the issue of student engagement during a pandemic. Epic meaning is the need or the urge to be a part of something significant and larger than yourself. When this drive is activated, participants choose to be members of a game/ecosystem within a fantasy world and will take action because it turns them into the heroes of a fictional narrative. Driven by the storylines, the EL classroom inspires students and gets them excited about being part of a bigger purpose. Mundane tasks like editing and summarizing become part of the challenge they need to overcome in the storyline to achieve various objectives in the fantasy game world. Essentially, EL lessons are augmented through the affordances of technology to become "journeys", "quests" and "missions" of discovery and adventure.

WORKSHOP W2

**Tuesday, 14 March, 2023
13:30 PM – 14:20 PM
(Rooms 506-508)**

ENHANCING LOW PROGRESS STUDENTS' READING AND WRITING SKILLS WITH UDL PRINCIPLES

Leslie Lai Kuan Hoe, Innova Primary School, Singapore
Faizul Nisha, Innova Primary School, Singapore

The advocacy of having different profiles of learners in a heterogeneous (mixed-ability) classroom presents the challenge of engaging the diverse needs of low progress (LP) and middle progress (MP) learners simultaneously in a lesson. The LP learners are found to have low retention and regression, easily distracted, teacher dependent but they rarely seek help (Wang, Teng & Tan, 2014) and they could often be unmotivated in their learning. Research has shown that the use of Universal Design of Learning (UDL) principles (Rose & Gravel, 2010) can motivate students' learning (Mayes, 2020; Stasiunaitene & Navaitiene, 2020) and this could be a feasible pedagogical approach for teachers. This presentation focuses on how UDL principles are leveraged to motivate and enhance the LP learners' close and critical reading and writing skills in a Singapore government primary school and the qualitative and quantitative findings revealed significance. This presentation will

- 1) provide a brief overview of UDL;
- 2) present the use of different measurement tools;
- 3) highlight how UDL principles could be used to enhance a reading and writing lesson;
- 4) share samples of students' work; and
- 5) discuss the challenges during the implementation.

WORKSHOP W3

**Tuesday, 14 March, 2023
13:30 PM – 14:20 PM
(Tanglin Room 1)**

THE MINDFUL USE OF TECHNOLOGY IN ELT

Will Laschet, National Geographic Learning, Singapore

Technology has become inseparable from our personal and professional lives. This process has been accelerated by the pandemic, especially when it comes to technology in education. Like any fundamental shift in our lives, there are obvious advantages, but also risks that we need to be wary of. Some questions we need to consider are: "Are we mindfully using technology so that it benefits our students?" and "Has our use of technology transformed ELT for the better?". This session aims to answer these questions by exploring the PICRAT framework, which helps teachers unlock their potential to teach effectively using technology. You will learn how to engage your students' hands, hearts, and minds through interactive and creative use of technology to prepare learners for the future. The workshop will use examples of practical activities using content from the China Showcase Library where teachers can transform their use of technology and elevate ELT in online, blended, hybrid, and traditional classrooms.

WORKSHOP W4

Tuesday, 14 March, 2023

13:30 PM – 14:20 PM
(Tanglin Room 2)

DESIGNING BLENDED LEARNING IN READING WITH MMI IN A SINGAPORE PRIMARY CLASSROOM

Shanwaz Iqbal, Innova Primary School, Singapore
Juliana Jamion, Innova Primary School, Singapore
Suria Mohamed Mortar, Innova Primary School, Singapore

This session aims to scaffold primary school teachers in designing and enacting reading lessons in Multiliteracies, Metacognition and Inquiry through Dialogue (MMI) in a blended learning environment. In line with the 2020 English Language syllabus outcomes, teachers bring forth the pedagogical emphases of MMI. Multiliteracies are taught by drawing attention to the changing nature of texts, their corresponding functions and purposes, and their different semiotic modes. In addition to that, equipping students with metacognition skills is paramount to enable them to be cognitively aware of how they are processing information and to know when a strategy is working for them. Students' learning is enhanced when they become aware of their own thinking (Paris and Winograd, 1990). Therefore, blended learning or teacher-led instruction with digital technology enables making thinking processes visible and the use of interactive design tools on the Singapore Learning Space (SLS) platform allow students to collaborate and deepen their understanding through exploratory talk. Through the presentation, participants will attain an understanding on how STELLAR reading lessons with MMI are designed and enacted in a blended learning environment.

WORKSHOP W5

Tuesday, 14 March, 2023
13:30 PM – 14:20 PM
(Room 501)

ENHANCING MIDDLE PRIMARY LEARNERS' WRITING SKILLS THROUGH PEDAGOGICAL EMPHASES ON MMI

Vedhasuriyakala Krishnasamy, Innova Primary School, Singapore
Joel Chien, Innova Primary School, Singapore

In developing students' literacy, research has shown that teachers should teach students to develop metacognitive awareness. Metacognitive regulation in the classroom improves performance in a number of ways, including better use of attentional resources, better use of existing strategies and a greater awareness of comprehension breakdowns (Schraw, 1998). Teachers should place metacognitive instruction at the centre of instruction for all learners, albeit at different levels and with different strategy components to boost their language learning experience (Griffith & Ruan, 2006). This session will focus on the use of pedagogical emphases on Multiliteracies, Metacognition and Inquiry Through Dialogue (MMI) in teaching writing in middle primary English classes. In this presentation, participants will gain an understanding of how students' language learning is enhanced by exposure to MMI through a detailed sharing of (1) the enactment of the procedural writing lesson in a Singapore government school (2) how the enacted lesson had demonstrated that students were better positioned to structure the writing of their own procedural text with appropriate organization and language features, and (3) the utilized resources and authentic students' artefacts.

WORKSHOP W6

Tuesday, 14 March, 2023
13:30 PM – 14:20 PM
(Room 502)

USING FRIPGRID TO PROMOTE CONVERSATION IN AN INTERCULTURAL COMMUNICATION IN HOSPITALITY COURSE

Eng Hai Tan, Meio University, Japan

At the end of this workshop, the participants will be able to (1) understand the various functions of Flipgrid, (2) experience the use of the tool and (3) explore various ways of integrating Flipgrid in the classroom. Firstly, participants will be introduced to the utility of Flipgrid, an online video response educational platform. The concept of Flipgrid is similar to that of an internet forum, it allows teachers to post topics to trigger conversations for students to respond to. Students do not need to create an account, as long as they have access to a mobile device with a camera, they can get started. Flipgrid provides students with a chance to speak without the anxiety of being in front of the class. Secondly, participants will analyse the various conversations of ESP in the hospitality and tourism industry, discuss them in pairs and finally record the improved version of the conversation. Finally, participants work in groups to share their ideas and record

them on Flipgrid. To fully benefit from this workshop, participants are advised to download Flipgrid apps onto their mobile devices.

WORKSHOP W7

**Tuesday, 14 March, 2023
13:30 PM – 14:20 PM
(Room 503)**

DEVELOPING EFFECTIVE COMMUNICATORS: TEACHING AND ASSESSING ORACY IN A LANGUAGE ARTS CURRICULUM

Liangcai Chen, National Junior College, Singapore
Chin Yang Chua, National Junior College, Singapore

The acquisition of oral communication skills is essential for lifelong learning and development. Despite this, the training of oral communication skills is typically treated as an independent component of language acquisition and hence loosely integrated in the curriculum. This workshop showcases how the teaching and assessing of oracy skills are intentionally integrated into NJC's Language Arts Programme through spiral progression, culminating in Secondary 4 students presenting a critical moral response to an authentic video prompt. Assessment of students' oracy skills is done holistically: students' delivery is assessed in tandem with their prepared response. In this workshop, participants will be guided to utilise Paul's Wheel of Reasoning as a structure to generate a critical response to a video prompt. Thereafter, they will be invited to assess a couple of pre-recorded student presentations. In doing so, we hope to encourage discourse on how the development of oracy skills can be scaffolded across levels and more seamlessly integrated into a curriculum to mutually support other strands of the curriculum such as reasoning and writing.

WORKSHOP W8

**Tuesday, 14 March, 2023
13:30 PM – 14:20 PM
(Room 504)**

ORAL PRESENTATION COURSE DESIGN: A RESEARCH-BASED CONCEPTUAL MODEL

Wenhao Zhang, City University of Hong Kong, Hong Kong

On a contrary to academic writing pedagogy that has been developed under significant research endeavors, teaching approaches in oral presentation for academic purposes have not yet been systematically developed. One attribute to this issue is the complex nature of academic presentation as a hybrid genre with language, technology, and academic practices. This indicates that academic presentation embraces certain individuality in meaning making, whilst such dimensions need to be situated in designated academic practices, social and institutional context, which explains why simply drawing own anecdotal sharing of public speaking techniques such as in TED Talk is not applicable for a systematic oral presentation pedagogy. This workshop departs from a conceptual model on oral presentation course design. It is a model developed from my PhD mixed-methods case study that investigated science and engineering undergraduates' perceptions, problems and strategies regarding their EAP presentations with ethnographic and multimodal perspectives; it conceptualizes oral presentation as a multimodal composition that reflects presenter's individual preferences, academic competences and perceptions upon his/her intended presentation and social practices. Within this model, there are four interdependent dimensions (recognition, conceptualization, preparation and presentation), each of which underpins particular aspects that reinforce oral presentation competences with pedagogical guiding questions. By the end of this workshop, you will be able to:

1. refer to the conceptual model in systematically planning oral presentation pedagogy;
2. examine critically correlation among multimodal literacy, academic competences and language skills in EAP/ESP and disciplinary presentations; and
3. develop research-based oral presentation teaching and learning materials that empower learners' legitimate multimodal competences toward their academic presentations.

WORKSHOP W9

**Tuesday, 14 March, 2023
13:30 PM – 14:20 PM
(Room 601)**

EXPLORING MULTILINGUALISM AND GLOBAL ENGLISHES IN THE CLASSROOM

Sophia Khan, Cengage (National Geographic Learning ELT), Singapore

in recent years we have seen increased awareness of varieties of English, more understanding of the importance of maintaining and valorising the mother tongue in English-medium instructional contexts, and

greater recognition of translanguaging capabilities as a critical resource in a global world. However, there is a theory-practice divide and many stakeholders around the world continue to privilege "native speaker" teachers, enforce English Only policies, and champion narrow definitions of "standard" English. Teachers are left wondering how they are meant to understand and enact a multilingual and Global Englishes perspective in their practice. This workshop aims to provide an opportunity for those of us "at the chalkface" to explore this perspective in practical terms. Participants will enhance their awareness of some key concepts relating to multilingualism and Global Englishes, explore their own linguistic identities, and share experiences from their own contexts. They will leave with more appreciation of the unique "glocal" role we all must play, and with ideas for how a multilingual perspective and an informed approach to Global Englishes has the potential to enrich classroom practice and develop learners who are flexible communicators, effective in multiple contexts.

WORKSHOP W10

**Tuesday, 14 March, 2023
13:30 PM – 14:20 PM
(Room 602)**

HEAR THIS! CREATING AND PERFORMING RADIO DRAMA ON ZOOM

Tanya Kempston, University of Hong Kong, Hong Kong

In this hands-on interactive workshop, participants will explore the 'train the trainer' model of creation and performance used with undergraduate students in the University of Hong Kong Hear This! A Festival of Radio Drama on Zoom project established in 2020 and now in its third iteration. Attendees will learn how participation in online radio drama activities caters for English language learners of different ages and abilities and enables learners to engage in a wide variety of creative and collaborative activity. There will be a walk-through of creating and performing radio drama online and how this can be a focus for achievement and celebration in a school setting with lessons learned from the experience of implementing this in a Hong Kong setting. How the project can be carried on in online and face-to-face settings and pivot from one to another will also be explored. Participants will be directed towards a suite of freely available resources for setting up and implementing an online radio drama project in their own professional setting. It is hoped that participants attending the workshop will come ready to interact and experiment with radio drama!

WORKSHOP W11

**Tuesday, 14 March, 2023
13:30 PM – 14:20 PM
(Room 603)**

TASK COMPLEXITY, METACOGNITIVE STRATEGIES AND EFL WRITING DEVELOPMENT IN COLLABORATIVE WRITING

Kaixuan Wang, University of Auckland, New Zealand
Lawrence Zhang, University of Auckland, New Zealand

How task complexity and perceived use of metacognitive strategies might interact to influence writing development in collaborative writing is under-researched (Elabdali, 2021). This quasi-experimental study tries to investigate the effect of task complexity on writing development of EFL learners through collaborative writing intervention, and how such effect might be mediated by learners perceived use of metacognitive strategies. Four classes of EFL learners were randomly allocated to three experimental groups and one control group. Experimental groups received consecutive task-based collaborative writing intervention differing in task complexity manipulated along both resource-directing (few elements) and resource-dispersing (planning time) dimensions, while the control group received normal classroom instructions. A well established Metacognitive strategies questionnaires (Huang, 2020) was adopted to measure their perceived use of metacognitive strategies. Three essay writing tasks from the former IELTS writing test bank were used to measure the change in participants writing performance in terms of their holistic ratings and CAF measures after the intervention. Data were analyzed through ANOVA and linear regression with SPSS 26.0. The preliminary results show that learners from experimental groups perform better in some measures of their writing performance after the intervention compared to the control group which provides further evidence confirming the benefits of collaborative writing for writing development. However, learners performing the most complex tasks benefit more in both holistic scores and syntactic complexity and accuracy measures of their writing compared to the moderate complexity and easy task group. Preliminary mediation analysis also reveals the mediation effect of perceived use of metacognitive strategies. This research intends to contribute to informing collaborative writing instruction in EFL contexts.

WORKSHOP W12

**Tuesday, 14 March, 2023
13:30 PM – 14:20 PM**

DESIGNING A COMMUNICATIVE CALL ENVIRONMENT THROUGH THE COMMUNITY OF INQUIRY FRAMEWORK

Nobue Tanaka-Ellis, Tokai University, Japan
Sachiyo Sekiguchi, Tokai University, Japan

At the onset of the COVID-19 pandemic, language educators were forced to use video conferencing and other online systems like the LMS to conduct their classes. These classes often lacked pedagogy, planning, and were hastily put together, which were monikered as emergency remote teaching (ERT). According to Hodges et al. (2020), ERT differs from carefully designed online courses in that the objectives of the courses may be altered due to the lack of resources and knowledge in online education. The purpose of this workshop is two-fold: expound the theoretical aspect of language teaching with technology compared to ERT, and provide some practical examples illustrating how to design a language classroom with technology that overcomes the issues covered in the first half of the session. In the first half of the workshop, the first presenter will set the backdrop of the workshop by explaining some issues related to ERT and CALL. The theoretical aspect of online language teaching will be tied in with the second presenter's account of how her educational technology courses for English teacher trainee were taught remotely or hybrid to highlight the differences between her courses and ERT. The latter half of the session will discuss how the community of Inquiry framework (Garrison et al., 2000) may help transform ERT into an interactive CALL arena, together with some practical suggestions.

ONLINE WORKSHOP SESSIONS

ONLINE WORKSHOP OW13

Tuesday, 14 March, 2023
13:30 PM – 14:20 PM
(Makerspace)

ENGLISH LANGUAGE LEARNING IN A VIRTUAL CLASSROOM

Siti Mariam Daud, Dyslexia Association of Singapore, Singapore
Rebecca Shalinah, Dyslexia Association of Singapore, Singapore

The 'new normal' of learning has unleashed both challenges and possibilities in special educational needs (SEN). However, with advancements in technology and an innovative approach, learning is feasible beyond the four walls of a physical classroom. In this session, participants will explore the similarities and differences between face-to-face and online lessons and how they can leverage technology and the right digital tools to best facilitate the learning of the English Language in the virtual classroom, especially for learners with SEN. Some of the digital tools that will be shared in this session are EdPuzzle, H5P and Insert Learning. These tools aim to promote self-directed learning through pre-existing videos and text. Teachers can use these tools to work on reading comprehension, vocabulary and writing. Teachers can also tap the collaborative functions to promote whole-class discussion on the reading comprehension and writing topics. Participants will be given opportunities to explore these tools and create interactive learning videos/text.

ONLINE WORKSHOP OW14

CANCELLED

Tuesday, 14 March, 2023
13:30 PM – 14:20 PM
(Learning Space)

THE POWER OF TALK AND CORRECTIVE FEEDBACK IN LANGUAGE ASSESSMENT

Jayletchimi d/o Ramasamy, Queensway Secondary School, Singapore

Implementing a responsive assessment will have a lasting impact on how students respond to learning and more importantly how they see themselves as learners. In Queensway Secondary School, we moved away from an assessment practice that reinforces comparison to an assessment practice that supports self-reflection. Teachers used Corrective Feedback coupled with Visible Thinking Routines to nurture student ownership of assessment in their writing process. They used the 10 Steps to Nurture Student Ownership of Assessment by Mackenzie to structure their feedback on content, organization and language use. The feedback also factored in ICT to give students voice and be actively engaged with the text in a collaborative manner. From the results of their written assignment, it could be seen that students had a deeper level of learning in knowing the why not just the what. This process has helped the students to progressively become self-directed learners. It has also enabled the teachers to use ongoing collaborative inquiry dialogues with peers to continually learn together.

ONLINE WORKSHOP OW15

Tuesday, 14 March, 2023
13:30 PM – 14:20 PM
(Room 810)

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 students' abilities, 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 leading to 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 a lack of accurate 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 mouth, tongue and teeth positions in the brain, and embed perfect pronunciation forms deep in a student's sense memory for easy recall later on. 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 in turn will gain autonomy over their own pronunciation proficiency, and awareness of where their current failures lay. The presenter will demonstrate specific techniques designed to fit any classroom at any level, and lead teachers to master the instruction of perfect phoneme pronunciation of a native North American speaker of English.

PARALLEL SESSIONS

PARALLEL SPEAKER 66

Tuesday, 14 March, 2023
14:30 PM – 15:00 PM
(Auditorium)

ADOPTION OF BLENDED LEARNING APPROACH TO TEACHING THE ENGLISH LANGUAGE IN CAMBODIA: EXPERIENCES, CHALLENGES, AND OPPORTUNITIES

Keuk Chan Narith, Royal University of Phnom Penh, Cambodia
Mab Tith, Royal University of Phnom Penh, Cambodia

It is undeniable that the Covid-19 pandemic has created new normalcies in English language teaching and learning. Almost all classrooms in both public and private ELT institutions have adopted the e-learning approach to keep teaching and learning activities alive during the pandemic. This paper will first present the e-learning practices with around 1000 students at one leading tertiary ELT institution in Cambodia during the pandemic. The e-learning classrooms were conducted synchronously and asynchronously, using MS Teams as a primary learning management system (LMS) and MS Teams Meeting as an interactive learning platform. Second, the paper will report on the empirical data analysis on the e-learning, blended learning, and traditional face-to-face learning. The results show that the students were motivated and satisfied with the blended learning rather than the only e-learning or traditional classroom. The authors argue for adopting the Blended Learning approach for the innovative ELT practice in the post-Covid-19 pandemic era.

PARALLEL SPEAKER 67

Tuesday, 14 March, 2023
14:30 PM – 15:00 PM
(Room 506-508)

THE 'ADJACENT POSSIBLE' IN ENGLISH LANGUAGE EDUCATION DURING COVID-19 AND BEYOND: USING RADIO DRAMA ON ZOOM TO MOTIVATE AND ENGAGE HONG KONG SECONDARY SCHOOL ENGLISH LANGUAGE LEARNERS

Tanya Kempston, University of Hong Kong, Hong Kong

The paper is informed by the concept of the 'adjacent possible' drawn upon by Tsui *et. al.* (2020) in regard to innovation in the online environment. Hence, the positioning of the teacher-innovator as one who explores this adjacency and who also regards online tools and environments as spaces for managed risk-taking, collaboration and creativity. When COVID-19 was surging into its first wave in March 2020, I soon realised that Zoom has great pedagogical possibility and one that could be used for the realisation of the ideals of 'optimism, willingness to try new things and risk-taking' at the heart of the HKU Vision Document for 2016 - 2025. The paper explored how Hear This! A Festival of Radio Drama on Zoom was conceptualised as a

community outreach project to bring Faculty of Education students together with secondary school English Language Learners to understand, create and perform radio drama in English via Zoom. At that time, with class suspension and social distancing having been a dark lived reality for several weeks, I felt that pre-service tertiary students and secondary school students not only needed opportunities to use English in productive and enjoyable ways, but also to see how this form of radio drama enables creativity and collaboration to take place. How this first step into the 'adjacent possible' developed in the 2021 and 2022 iterations of the project and became a sustainable resource for teachers and students in Hong Kong will be explored. Also, the paper will set out how the Hear This! project was adopted as part of the HKU 'Nurturing Global Leaders' programme to enable HKU undergraduates to connect with English language learners outside of Hong Kong as part of the 'internationalisation at home' policy adopted by HKU in 2021. Finally, the paper will set out how Hear This! now aims to establish a 'community of resilience' model in which older secondary school students induct and prepare their younger peers into learning and using English online.

PARALLEL SPEAKER 68

**Tuesday, 14 March, 2023
14:30 PM – 15:00 PM
(Tanglin Room 1)**

THE THIRD SPACE LEARNING - INTEGRATING COIL MODEL INTO AN EMI CROSS-CULTURAL COMMUNICATION COURSE

Hsiao-I Hou, National Kaohsiung University of Hospitality and Tourism, Taiwan

The purpose of this research is to apply collaborative learning theory by constructing a cross-cultural "Third Space" learning platform and integrating COIL (Collaborative Online International Learning) model into an EMI "cross-cultural communication" course in Taiwan during the Fall of 2022. This two-credit elective course will collaborate senior students from a vocational university in Taiwan with other groups of students from South Korea and Thailand. Some synchronized online activities and extensive collaborative projects will be integrated with the COIL model. By connecting about 60 students from different countries and different universities in collaborative learning, their acquisition of professional knowledge and English competence will be evaluated. In addition, students' self-regulated learning process and cross-cultural competence will be examined through quantitative and qualitative data analyses. Carey et al.'s (2004) Short Self-Regulation Questionnaire and the Intercultural Communicative Competence Questionnaire (ICCQ) by Mirzaei and Forouzandeh (2013) are the two instruments used for quantitative data collection. Based on the research results, teaching implications for COIL model implementation in EMI context will be made. It is hoped that this project can contribute as an innovative model to enhance students' online learning experience and cross-cultural competence when the world is under the influence of COVID-19.

PARALLEL SPEAKER 69

**Tuesday, 14 March, 2023
14:30 PM – 15:00 PM
(Tanglin Room 2)**

THE FLEXIBILITY OF A PODCAST: BENEFITS FOR TEACHERS, STUDENTS, AND RESEARCHERS

Jonathan Shachter, Kyushu Sangyo University, Japan

This research presentation covers the podcast series "Lost in Citations". As the COVID-19 crisis of 2020 led to the suspension of research activities and conferences, this endeavor was an attempt to connect with academics and share information with a global audience. With each episode centered on an academic publication, the main goals of this long-form interview-style podcast were to (a) explore elements of research activities that added context to the publication, (b) learn more about the background of each guest, and (c) gain insights on researching and writing better academic papers. As the series continued, however, we realized that portions of the interviews would be beneficial listening activities for our university students. In this presentation, we will cover the origins of this project and a brief 'how to' launch your own podcast. The second half of the presentation will focus on how we selected and then condensed specific interviews for our English as a Lingua Franca (ELF) curricula. In this series of listening activities, we are able to expose our students to English speakers from the following regions: Japan, Germany, Australia, France, the Caribbean, Portugal, Greece, Sweden, Saudi Arabia, The Philippines, The Netherlands, The U.K., Hong Kong, Belgium and more.

PARALLEL SPEAKER 70

**Tuesday, 14 March, 2023
14:30 PM – 15:00 PM
(Room 501)**

AN INTELLIGIBILITY-ORIENTED APPROACH TO TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE PRONUNCIATION

Jim Yee Him Chan, Aston University, United Kingdom

Over the past decades, there has been a major paradigm shift in research into L2 pronunciation teaching from a native-speaker ideology to a focus on intelligibility in international communication. Intelligibility studies such as Jenkins's (2000) lingua franca core (LFC) have underscored pronunciation features that are crucial for international intelligibility. Given that English is widely used as an international language, a key question is how these intelligibility findings can be applied to contemporary English teaching classrooms. Using Hong Kong English as a case of exemplification, this paper illustrates the development of a contextualised feature-based approach to teaching pronunciation on the basis of international intelligibility. The study comprised two main phases: First, it established a spoken corpus which records and identifies L2 pronunciation features of HKE learners/speakers of different English proficiency/education levels (secondary/university students, professionals) (n=120; 240 minutes of recordings), who participated in a group interaction task. Second, these L2 features were prioritised for teaching based on LFC and other intelligibility findings and their frequency of occurrences. The paper concludes by discussing the advantages of this intelligibility-oriented L2 pronunciation teaching approach, and providing pedagogical recommendations that are applicable to wider contexts, where English is used as an international language.

PARALLEL SPEAKER 71

**Tuesday, 14 March, 2023
14:30 PM – 15:00 PM
(Room 502)**

E-READING FOR PLEASURE WITH PERSONAL LEARNING DEVICES

Karen Sia, Clementi Town Secondary School, Singapore

Studies have established that regular leisure reading is a predictor of improvement in adolescents' reading skills. However, adolescents tend to read less as they grow older, and digital reading may help to retain their interest. Providing access to e-books can be costly but secondary schools in Singapore can leverage on the National Digital Literacy Programme. However, simply providing access to e-books is insufficient. According to Pilgreen (2000), other factors to encourage engaged reading during sustained silent reading include providing a conducive reading environment, encouragement, and follow-up activities. While several studies examined adolescents' preferences for digital versus print reading, none explored the impact of an e-reading programme supported by Pilgreen's eight factors of success. In this action research study, I explored the impact of a nine-session e-reading programme on a class of secondary one students. Comparative analysis of results from both quantitative surveys and focus group interviews data collected pre- and post-intervention revealed a marginal positive change in students' attitudes towards reading, with improved self-perception as a reader and increased reading frequency, although reading is still not the preferred leisure activity. The study offers insights into considerations when implementing future e-reading programmes, such as the use of device management software.

PARALLEL SPEAKER 72

**Tuesday, 14 March, 2023
14:30 PM – 15:00 PM
(Room 503)**

SELF AND PEER ASSESSMENT CHECKLIST TO HELP ELT STUDENTS WRITE ACADEMIC PAPERS

Nur Mukminatien, Universitas Negeri Malang, Indonesia
Afif Ikhwanul Muslimin, Universitas Negeri Malang, Indonesia

This paper presents a model of an instructional design (ID) to help students of the Master's degree Program to write a final project paper. The ID was done in a compulsory course, Issues in English Language Instructions, 2 credit hours. The first assignment was making a summary of their selected topic and a power point for a fifteen-minute classroom presentation. The Self-Assessment Checklist (SAC) was used to assist them in writing a one-page summary of their selected paper, and the Peer-Assessment Checklist (PAC) was used to assess a one-page proposal summary for their final paper. The final paper was assessed using an analytic scoring rubric (ASR), which was developed by referring to the components in the SAC but in a different format and completed with a rating scale for grading. To identify the effectiveness, at the end of the course, a reflection sheet was distributed to the students with guided questions using the first person "I" to reflect themselves on what they had learned and perceived upon finishing the course. It indicated that the SAC and PAC were helpful in making them write good papers and making them satisfied with the learning experiences.

PARALLEL SPEAKER 73

CANCELLED

Tuesday, 14 March, 2023
14:30 PM – 15:00 PM
(Room 504)

UNIVERSITY STUDENTS' ATTITUDES TOWARDS FIRST LANGUAGE USE IN SECOND LANGUAGE LEARNING AND IN ENGLISH AS A MEDIUM OF INSTRUCTION CONTEXTS

Liju Julie Shiu, National Chi Nan University, Taiwan

The current study explored and compared Taiwanese university students' attitudes towards first language (L1) use in second language (L2) learning and in English as a medium of instruction (EMI) contexts. The study also explored under what EFL (English as a foreign language) and EMI classroom situations the students might accept L1 use. The study employed an online questionnaire survey and semi-structured interviews. Four hundred and thirty three students completed the questionnaire and 12 students participated in the interviews. The questionnaire results show that the students had a positive attitude towards L1 use both in L2 learning and in EMI, and that they preferred more L1 use in L2 learning than in EMI. The interview data analysis reveals that the interviewees mostly welcomed EFL and EMI teachers' moderate L1 use. However, they preferred more L1 use in EMI than in L2 learning. The interviewees valued the multi-functions of L1 use in EMI (e.g., enhancing students' understanding, reducing students' anxiety). The questionnaire results also show that the top five EFL classroom situations that the students might accept L1 use are: to explain English dialogues (59%), to explain English grammar (54%), to give assignments (53%), to explain English texts (51%), and to explain English vocabulary (44%). The top five EMI classroom situations that the students might accept L1 use are: to give assignments (47%), to explain English dialogues (47%), to explain English texts (45%), to explain English grammar (44%), to explain English vocabulary (40%), and to summarize (40%). The findings suggest that the students mainly valued the scaffolding role of L1 use. Pedagogical implications of the findings are discussed at the end of the paper.

PARALLEL SPEAKER 74

Tuesday, 14 March, 2023
14:30 PM – 15:00 PM
(Room 601)

METACOGNITIVE KNOWLEDGE IN LISTENING COMPREHENSION AND PEDAGOGICAL RECOMMENDATIONS FOR ENHANCING METACOGNITION IN THE PRIMARY SCHOOL

Kiren Kaur, National Institute of Education, Singapore

Listening is an important language and literacy area yet it remains a somewhat neglected and poorly taught aspect in many of our primary school classrooms. The teaching of listening usually takes on the form of exposure to listening comprehension practice in the hope that young learners will somehow get better at it. Although in some instances methods to aid listening development are taught, these tend to involve instructional approaches or techniques to deal with the complexities of the listening tasks rather than focusing on the listening processes involved. This article uses introspections gathered in listening diaries from a group of young learners to reveal metacognitive knowledge they had. Knowledge they possessed mostly revolved around the listening tasks that they were dealing with and how to cope with the challenges of those listening tasks. This article argues for the development of metacognitive knowledge (person, task and strategic knowledge) as part of the processes of teaching listening in order for listening growth to take place. Implications drawn highlight how listening should be taught to young learners rather than just tested with suggestions given on activities that can be incorporated into the classrooms to allow for metacognitive knowledge enhancement to take place.

PARALLEL SPEAKER 75

Tuesday, 14 March, 2023
14:30 PM – 15:00 PM
(Room 602)

DISRUPTED TEACHER EDUCATOR IDENTITIES IN MALAYSIA, BANGLADESH, AND NEPAL DURING THE COVID-19 PANDEMIC

Lim Jia Wei, University of Malaya, Malaysia

The shared experience of living through the impact of the Covid-19 pandemic in teacher education programmes across the world has provided a unique opportunity to examine perceptions and disruptions of teacher educator identities across borders. Utilizing Garner and Kaplan's (2018) Dynamic Systems Model of Role Identity, experiences of three English language teacher educators in three countries, namely Malaysia,

Bangladesh, and Nepal, were analysed in an attempt to understand how and in what ways their identities as English language teacher educators were influenced by disruptions due to the Covid-19 pandemic. Findings highlight that responses to those disruptions were negotiated differently depending on whether a teacher educator was belief, goal, self-definition or action-oriented. The varied contexts of each of the three countries also provided keen insights into the need to consider interpretations of experiences that are sensitive to different cultures and social contexts. The paper concludes by reinforcing the importance of critical reflection in coming to terms with and learning from disruptive experiences, and suggests ways to promote such practices in education.

PARALLEL SPEAKER 76

**Tuesday, 14 March, 2023
14:30 PM – 15:00 PM
(Room 603)**

THE EFFECT OF ACCENTED ENGLISH OF JAPANESE UNIVERSITY STUDENTS ON EMPLOYMENT DECISIONS

Lisa Nabei, Tokai University, Japan
Yasunari Harada, Waseda University, Japan

This research investigates how the accented English of Japanese speakers affect their employability. The study specifically focuses on the effect of Japanese university students' accents on job applicants' employability ratings. While Japanese university students are expected to acquire practical communicative proficiency in English at the point of their graduation, surprisingly little research attention has been paid to how such individuals are evaluated when they apply for jobs. The aim of this paper is to examine the effect of applicant accent on employment decisions across four jobs that differed on job status and communication demands. The study is to use a 3 (degree of accent: mild, middle and heavy) x 2 (job status: high vs low) x 2 (communication demands: high vs low) mixed factorial design. Approximately 40 native English speakers (NESs) are asked to listen to the recorded mock employment interviews varied in the level of accents to rate the suitability and make a hiring decision about the applicant. The pragmatic significance of the findings will be elaborated in more detail and discussed in the context of the necessity of pronunciation instruction at the university.

PARALLEL SPEAKER 77

**Tuesday, 14 March, 2023
14:30 PM – 15:00 PM
(Room 604)**

THE VOCABULARY PROFILE OF POSTGRADUATE READING TEXTS IN ARTIFICIAL INTELLIGENCE

Lu Yang, Victoria University of Wellington, New Zealand

Research into university texts at undergraduate level shows that the first 3,000 word families (high frequency vocabulary) make up a significant proportion of written academic texts. This talk focuses on the frequency-based vocabulary in a corpus of five subjects at postgraduate level in Artificial Intelligence at a university in Aotearoa, New Zealand. Using Nation's (2018) BNC/COCA lists, we found that high frequency vocabulary covered 87.46% of the whole corpus but the coverage varied over the five subjects, from 84.43% to 89.73%. When we compared book chapters to journal articles, we found book chapters contains higher proportion of high-frequency words than journal articles (88.49% vs. 87.21%). An important point about high frequency vocabulary is that it can also be specialised, for example, "display", "label" and "architecture". Our findings fit with other studies of written texts in English for Academic Purposes at undergraduate level, such as Hsu (2014), Lu and Coxhead (2019), Bi (2020), and Coxhead (2021), and add further evidence for the importance of high frequency words for all language learners. Implications for teaching include ensuring learners have good knowledge of high frequency vocabulary in preparation for any English-medium study at university.

PARALLEL SPEAKER 78

**Tuesday, 14 March, 2023
14:30 PM – 15:00 PM
(Room 605)**

LINGUISTIC LANDSCAPES IN JAPAN AND AUSTRALIA AND HOW LANGUAGE LEARNERS PERCEIVE THEM

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

Since the beginning of 2020, international travels have been restricted due to Covid-19 prevention measures, and the number of inbound tourists to Japan, which had been steadily increasing until 2019, has sharply declined. The Japan National Tourism Organization (JNTO) announced on August 17, 2022, that the number of inbound tourists to Japan in July 2022 was 144,500. While this represents a 183% increase over the same month last year, it is equivalent to a 95.2% decrease over the same month in 2019, before the impact of Covid-19. Similar trends would be observed in other countries. The authors have regularly conducted surveys on linguistic landscapes in touristic cities in Japan and abroad, including street signs, in-store displays, and menu lists, from the perspective of promoting inbound tourism as well as English language education. The effects of the sharp decline in inbound tourists can be seen everywhere, and in Japan, the number of signages in English and other foreign languages, which had been increasing until around 2019 in anticipation of the Olympic Games, is on the decline after 2020. However, as Covid-19 is subsiding, it has been suggested that inbound tourism may increase dramatically again, partly in preparation for the Expo in 2025, and changes in linguistic landscapes are expected. The first author conducted a questionnaire survey on the linguistic landscapes of Japan and Australia among local residents in Melbourne during the 2022 overseas research period, and then conducted the same survey among Japanese students after returning to Japan in the same year. The results showed that English learners are often unaware of errors and anomalies in English expressions, which are obvious for native English speakers. In this presentation, those data will be compared and discussed.

ONLINE PARALLEL SESSIONS

ONLINE PARALLEL SPEAKER OP21

**Tuesday, 14 March, 2023
14:30 PM – 15:00 PM
(Makerspace)**

ENGAGING AND ASSESSING THE ENGLISH LANGUAGE LEARNER - SINGAPORE STUDENTS' PERCEPTIONS AND LEARNING EXPERIENCES

Fatema Anis Hussain, National Institute of Education, Nanyang Technological University, Singapore

Today's Covid-19 endemic schooling contexts entail physical, online and/or blended classrooms, demanding a focus on student engagement - behavioural, affective and cognitive (Fredricks et al., 2004). Drawing on a large-scale, Singapore study (2018-19), this article elucidates English Language students' perceptions and learning experiences in view of classroom interactions and activities observed in 192 lessons (Primary 5 and Secondary 3) from 25 schools. Content and thematic analyses were employed to examine transcripts from focus group discussions (audio-recorded) with student participants. Descriptive data is drawn from coding analyses of lesson videos from classroom observations. Teacher talk is far more evident than collaborative work. Whole class discussions are infrequent. Teachers' task-level feedback is dominant. Primary students seek more learning opportunities via games, videos and stories. Secondary students prefer inquiry-based learning and discussions, and do not value peer assessment. The possibilities and challenges of engaging and assessing students surface key implications for classroom practice.

ONLINE PARALLEL SPEAKER OP22

**Tuesday, 14 March, 2023
14:30 PM – 15:00 PM
(Learning Space)**

REVERSE ENGINEERING SUBTITLING FOR THE ESL ONLINE CLASSROOM: A STUDY TO IMPROVE LISTENING SKILLS AND ATTENTIVENESS

Aleena Khan, English and Foreign Languages University, India

With the digital space becoming the new pedagogic playground for ESL classrooms learners have increasingly been exposed to an array of multimodal materials for English language instruction. As new techniques for developing language skills are being implemented, the research on improving listening skills

through such materials remains limited. Studies that explore listening skill development using captioned or subtitles videos, predominantly focus on using them as audio-visual aids for consumption. Research by Maryam Sadat et al. (2017) and M Danan (2004) focus on developing captioning tools for better utilisation of videos with subtitles in an ESL classroom. The current study tests the reverse application of subtitling as a technique for enhancing listening skills amongst intermediate and upper-intermediate students. The study is conducted with 30 graduate students wherein videos without captions are used as a tool and the students are supposed to write subtitles in worksheets designed to provide progressive difficulty to them in the process. The main aim of the study is to find out how this use of captioning can increase listening attentiveness and increase comprehension among learners. Standard listening pre and post-tests were conducted to observe this change. The data collection was done through a comprehension test in response to audio-visual inputs and through informal interviews with teachers and students to assess the difference in listening attention in class. It was a pedagogic technique utilised in class for a period of one month and the results indicated a marked increase in attention and responsiveness amongst the participants. The results of this study imply two major ideas: a) subtitling exercises can improve listening skills in ESL learners; b) the technique also increases active listening abilities and classroom attentiveness among learners

ONLINE PARALLEL SPEAKER OP23

**Tuesday, 14 March, 2023
14:30 PM – 15:00 PM
(Room 810)**

THE EFFECT OF TASK COMPLEXITY AND PLANNING TIME ON THE COMPLEXITY, ACCURACY AND FLUENCY OF SPEECH AND THE CURIOUS CASE OF NARRATIVE TASK

Sajit Mathews, Indian Institute of Management Jammu, India

This paper reports a study of the influence of task-complexity and pre-task planning time on the complexity, accuracy and fluency of task-based speech of 168 tertiary level students from Kerala, India. Task-complexity was implemented as three task-types, namely Personal Information Exchange (PIE), Narrative (NAR) and Decision Making (DM) tasks, and pre-task planning time as zero and three minutes of planning time. The results showed that while PIE and DM yielded expected levels of speech complexity, NAR - designed with intermediate task-complexity level - generated the most complex speech, particularly with planning time. Post-hoc analysis showed that though NAR had the structural characteristics of a simple task, participants experienced it as an equally or more complex task than DM. Task complexity, therefore, appears to be a complex construct that cannot be judged with a task's structural characteristics alone. Also, NAR generated the lowest accuracy scores, showing the operation of a trade-off between complexity and accuracy as theorized by Skehan's limited attention capacity model. Planning time was found to influence speech complexity significantly while interacting with complex tasks, whereas its influence on accuracy and fluency decreased with increasing task complexity. The features of the second language context is also found to have an influence on how learners are able to generate complex speech while doing complex tasks. These findings have implications for task design in teaching and assessment of speaking, and are discussed at length in the paper.

ONLINE PARALLEL SPEAKER OP24

**Tuesday, 14 March, 2023
14:30 PM – 15:00 PM
(Room 616)**

TEACHERS' FORMATIVE ASSESSMENT PRACTICES IN THE VIETNAMESE EXAM-ORIENTED CONTEXT

Phuong Cao, Victoria University of Wellington, New Zealand
Peter Yongqi Gu, Victoria University of Wellington, New Zealand

Teachers' formative assessment (FA) practices have been found to improve students' language learning when teachers and students use assessment evidence to guide actions toward achieving learning goals (Ross 2005). However, there is a lack of empirical research charting assessment practices in contexts such as Vietnam, where high-stakes tests prevail. This mixed-method study filled this gap by contributing empirical evidence on how teachers applied FA practices in EFL classrooms from qualitative and quantitative perspectives. Specifically, this study explored (1) what assessment practices were employed by Vietnamese tertiary teachers, (2) factors affecting these practices, and (3) the extent to which these practices related to student learning results. In the qualitative phase, six teachers' classroom data, interviews and assessment documents were collected and qualitatively analysed using NVivo 12. Gu's (2021) FA framework was used to code teachers' assessment practices. For the quantitative phase, a questionnaire was developed and validated before it was distributed among 416 university teachers across Vietnam. SPSS version 27 was used to analyse the data. A dynamic picture of teachers' FA practices was found. Although teachers used a

variety of FA practices, including eliciting learning evidence, interpreting the evidence, feedback, and follow-up actions, they rarely clarified the learning targets. The findings also revealed that most teachers' assessment practices were testing-oriented rather than learning-oriented. These practices depended on teachers' assessment literacy, syllabus adherence, and contextual factors. The findings of this study offer insights into FA practices among EFL teachers in exam-oriented contexts.

PARALLEL SESSIONS

PARALLEL SPEAKER 79

**Tuesday, 14 March, 2023
15:10 PM – 15:40 PM
(Auditorium)**

DEVELOPING LEARNER ENGAGEMENT IN AN EFL COURSE USING A FLIPPED INTERACTIVE METHOD

Chulaporn Kongkeo (Featured Speaker representing CULI), Chulalongkorn University Language Institute, Thailand

A flipped learning method has been practiced in recent years. However, there is little concern if students actively engage the video content before class. This study aimed (1) to determine factors contributing to students' engagement and academic performance when using a flipped learning method with interactive videos and (2) to identify the correlation between students' engagement during the pre-class and in-class phases of students with different English abilities. Edpuzzle twelve interactive videos with embedded questions were used to engage students during the pre-class phase and pair-work writing activities during the in-class phase. In addition, a mixed method was used to collect data from 30 second-year undergraduate students with different English abilities taking an EFL Business Correspondence Course by giving them pre- and post-tests, 20-item-Likert scale questionnaires, and semi-structured interviews. The preliminary results suggested that the interactive videos have significantly been very successful in helping students engage with the content and achieve academic performance. Statistics also show the relationship between time spent, achievement, and engagement.

PARALLEL SPEAKER 80

**Tuesday, 14 March, 2023
15:10 PM – 15:40 PM
(Rooms 506-508)**

WHAT THEORIES ABOUT LANGUAGE AND LANGUAGE LEARNING DO SERVING TEACHERS HOLD?

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

This paper is about teachers' understandings and applications of theory shown in semi-structured interviews with 17 primary school teachers of English and mathematics. The teachers evidenced their beliefs by referring to their observations of their pupils, their experiences of teaching, and school programmes, and in a few cases school surveys. They rarely, if at all, referred to theories they had learnt during their preservice education. Their ideas are therefore context dependent. In the paper, I discuss these themes which emerged during the interviews: the influence of home language on learning English in school; language learnt through grammar rules or 'picked up'; reading and language learning; and the role of English in mathematics. Given the reflective space of the interview, teachers grappled with the contradictions which emerged from their interpretations of experience. However, without recourse to explanatory theories, I believe these contradictions will remain and affect their practice. In the presentation, I suggest current theories which account for the teachers' observations and which could be productively included in professional development courses. Finally, I question why teachers' theoretical knowledge becomes 'lost' along the course of a career and suggest what the relationship between theory, research, and practice might be.

PARALLEL SPEAKER 81

**Tuesday, 14 March, 2023
15:10 PM – 15:40 PM
(Tanglin Room 1)**

AN ANALYSIS OF RESEARCH TRENDS IN ONLINE ENGLISH EDUCATION USING TOPIC MODELING

Mae-Ran Park, Pukyong National University, South Korea
Yeonsuk Bae, Pukyong National University, South Korea
Eun Hye Lee, Pukyong National University, South Korea

The purpose of this presentation is to identify and explore what critical issues and challenges ELT practitioners and researchers are facing in online English education during the Covid-19 pandemic. In an attempt to achieve this goal, the research trends of English education globally and in Korea, respectively, from 2018 to 2022 were analyzed. For this presentation, bibliographic information such as the journal names, authors, titles, keywords, and abstracts of 92 articles published by Springer, together with 94 articles indexed in the KCI, were collected and analyzed using the NetMiner Biblio Data Collector. While the obtained results from the data analysis include keyword frequency analysis, word cloud visualization, centrality analysis, and topic modeling analysis, due to the time constraint we will focus only on topic modeling in this presentation. The findings of this research revealed similarities between the global research trend and the Korean research trend in this area, but interesting differences were noted as well. From the findings of topic modeling analysis, we can now identify some key issues and challenges of online English education during the pandemic, and discuss possible solutions based on the identified issues and challenges. Insights from the findings will be discussed.

PARALLEL SPEAKER 82

**Tuesday, 14 March, 2023
15:10 PM – 15:40 PM
(Tanglin Room 2)**

EXPLORING THE KEY FACTORS FOR EFFECTIVE LEADERSHIP STYLE IN L2 GROUP WORK ACTIVITIES: FOCUSING ON EMERGENT AND ASSIGNED LEADER

Makoto Mitsugi, Otaru University of Commerce, Japan
Tomohito Hiromori, Meiji University, Japan
Masahiro Yoshimura, Ryukoku University, Japan
Ryo Kirimura, Ritsumei University, Japan

This study explored effective leadership in L2 group work activities by examining two leadership styles: emergent leader and assigned leader. A total of 78 pre-intermediate proficiency L2 learners of English worked in groups of three on a picture description task. Analytical comparisons were conducted based on learners' performance in groups under the two different leadership styles concerning their performance in a group writing task, their motivational intensity, and the group work dynamics in emergent leader groups and assigned leader groups. Emergent leaders spontaneously emerged in groups; on the other hand, assigned leaders were given their roles prior to the task and asked to behave in a way that would positively affect the group work. Regarding data analysis, we evaluated and scored the writing tasks using a rubric, visualized the change in motivational intensity during the task, and analyzed the transcribed data of group work exchanges using the Group Work Dynamic (GWD) measuring instrument (Poupore, 2016, 2018). The results showed distinctive qualitative differences between the two groups in motivation and group work dynamics. Motivation gradually increased in the emergent leader groups, whereas it reached its peak earlier in the assigned leader groups. Furthermore, more frequent behaviors contributing to the group work activation were observed in the assigned leader groups. This result suggests that student leadership can influence the activation of group work and that intentionally and systematically assigning such roles to students can positively impact individual members and the group.

PARALLEL SPEAKER 83



**Tuesday, 14 March, 2023
15:10 PM – 15:40 PM
(Room 501)**

CHARACTERISTICS OF LANGUAGE: A REVIEW REPORT

Manashi Dutta, King Mongkut's Institute of Technology Ladkrabang, Thailand

Data scientist and Artificial Intelligence enthusiast Dhillip Subramaniam has stated in one blog that in today's world, people's success is identified by judging how they communicate and share information. A changing picture of the concept of language has been reflected when an estimation in the industry showed that only 20% of the language data is generated in the structured format. Most of the language data is in highly unstructured textual format when we email, post on Tweeter, Facebook and Instagram or send messages in WhatsApp, Line or other similar Apps. The three conventional aspects that constitute the structure of a language are phonemes, morphemes and syntax. In the highly unstructured format as pointed out by the data scientist, are these three aspects still remaining as the main constituents of the structure of a language? Can the text language be still characterized as graphic representation of the speech sounds of a language? One of the major characteristics of language is its being systematic. Here is an example of a contemporary graphic representation of text language. "Here is a [emoji of a book] all about how my life got [emoji of puzzle] [emoji of arrow showing upward] and [emoji of arrow showing downward]. So, I would like to take a [emoji of a clock] here." Having agencies over languages that can support our abilities, we humans usually shape and

reshape semiotic materials for better communication. This review report intends to discuss the system or systems of a language that are undergoing most of the changes in social network platforms, particularly with examples from the English language. The main objective is to discuss mobile technology and the impact on some of the characteristics of languages in general to undergo changes and the English language.

PARALLEL SPEAKER 84

CANCELLED

**Tuesday, 14 March, 2023
15:10 PM – 15:40 PM
(Room 502)**

SELF OR OTHER?: THE EFFECTS OF PERSPECTIVE TAKING ON COMPREHENSION TEST SCORES AND SELF-REFLECTION OF EFL STUDENTS

Mayuko Matsuoka, Otemon Gakuin University, Japan

This presentation will report the results of an experiment on viewpoint acquisition prompts conducted with 71 first-year university students. In one semester of their classes, the students were divided into two groups: one group watched three Western movies and imagined how they would think and act if they were the main protagonist (Group 1), and the other group watched the movies from an objective perspective while thinking about the protagonist's thoughts and behaviors (Group 2). Data analysis revealed that while the total score was slightly significantly higher in Group 2 for the test of comprehension, while scores were significantly higher for essay writing, which asks for opinions on everyday issues related to the main theme of the film, Group 1 tended to write more persuasive essay based on their own experiences. Based on these results, we would like to deepen the discussion with the audience on how to teach English using storytelling techniques.

PARALLEL SPEAKER 85

**Tuesday, 14 March, 2023
15:10 PM – 15:40 PM
(Room 503)**

BUILDING READINESS AND AUTONOMY OF STUDENT TEACHERS THROUGH A LEARNER-CENTERED APPROACH TO ONLINE ENGLISH TEACHER EDUCATION IN CAMBODIA: AN ACTION RESEARCH STUDY ON JIGSAW READING AND PEER TEACHING

Meyly Kheng, Royal University of Phnom Penh, Cambodia
Sarina Monh, Royal University of Phnom Penh, Cambodia

In Cambodia, the sudden shift to online learning due to Covid-19 reinforced an already overly teacher-centered approach to education, leading to the risk of student teachers' unreadiness to be an autonomous teacher. To address this problem, an action research project was embarked. This research involved the redesign of the online delivery of a final year English teacher education course on School and Society in which all lectures were replaced with jigsaw reading tasks and peer teaching. To track the impact of this innovation, class sessions, kept observation logs, and obtained data from students' reflective journal entries and focus groups were recorded and analyzed. In this paper, the authors will report on the design principles behind the innovation and its impact on student teachers' readiness and autonomy. The research has implications for online teacher education in global south contexts to build student teachers' readiness and autonomy for teaching profession.

PARALLEL SPEAKER 86

**Tuesday, 14 March, 2023
15:10 PM – 15:40 PM
(Room 504)**

ENGLISH MEDIUM INSTRUCTION: DIGITAL INNOVATION FOR TEACHER TRAINING AND DEVELOPING BEST PRACTICE

Michael Budzenski, University of Glasgow, United Kingdom
Nurmala Elmin Simbolon, University of Glasgow, United Kingdom
Nicola Galloway, University of Glasgow, United Kingdom

Autonomy Learning, or "Kampus Merdeka", policy was launched by the Indonesian Ministry of Education in 2020. This policy aligns with the current government's focus, namely producing quality and competitive human resources. One of the current strategies among higher education institutions (HEIs) in Indonesia is English medium instruction (EMI), in particular to raise HEI profiles. Yet studies in Indonesia reveal limited practical support from policymakers to implement EMI policies resulting in a gap between expectation, understanding, and implementation (British Council, 2021; Simbolon, 2018). Growing EMI Research around

the globe further highlights a number of challenges to EMI policy implementation. Included among these challenges is a lack of collaboration between EMI and English language teaching (ELT) practitioners as well as a lack of teacher training. Our presentation focuses on a recently completed British Council funded project to develop an Indonesian-specific teacher development programme (TPD) for both EMI and ELT practitioners in HEIs. The development of online TPD resources also aims to respond to the COVID-19 crisis, which has limited travel and face-to-face delivery of training sessions. Additionally, the TPD resources are expected to meet teachers' needs of ongoing professional development for Indonesian higher education EMI lecturers. We report on the development of a needs-based Massive Online Open Course (MOOC), including key findings from our needs analysis stages, which include literature reviews and empirical research with key stakeholders (survey n=143; focus groups n=6), and contextual factors (e.g., low bandwidth or asynchronous interactions) to foster inclusive course participation. We then outline our MOOC curriculum, syllabus, and feedback from Indonesian stakeholders and MOOC experts. We end with an overview of the MOOC's February 2023 launch and planned TPD workshops for March 2023.

PARALLEL SPEAKER 87

**Tuesday, 14 March, 2023
15:10 PM – 15:40 PM
(Room 601)**

LITERACY RESEARCH ON THE INDIGENOUS ORANG ASLI IN PRE- AND POST-PANDEMIC MALAYSIA

Moses Samuel, Taylor's University, Malaysia

This paper offers an analysis of published literacy research involving the indigenous Orang Asli in pre- and post-pandemic Malaysia. It explores the questions, "who speaks for the Orang Asli and how are they represented?" In doing so it interrogates what shapes these representations and to what extent research -- as product and as process -- may be regarded as a form of epistemic violence against indigenous forms of being and knowing. Two themes are considered in some detail. These comprise first the deficit discourses that place the orang Asli as the root of literacy-related problems they encounter, and second, the competing tensions between the Orang Asli and mainstream non-indigenous vantage points in interpreting and representing educational practices. Of particular interest to this conference, is a discussion of how the pandemic played into the politics of representation. The paper concludes with a discussion of doing critical indigenous literacy research that is both ethical and rigorous.

PARALLEL SPEAKER 88

**Tuesday, 14 March, 2023
15:10 PM – 15:40 PM
(Room 602)**

A CORPUS-BASED ANALYSIS OF THE NEAR-SYNONYMS 'INCREASE' AND 'RISE': GENRE AND COLLOCATION STUDY

Monthon Kanokpermpoon, Language Institute, Thammasat University, Thailand
Supakorn Phoocharoensil, Language Institute, Thammasat University, Thailand

English near synonyms are complicated for L2 learners since they are semantically close but are used differently. As near synonyms are not always used interchangeably, this can be a challenge for L2 learners to master. The present study examines near-synonyms 'increase' and 'rise' in different genres of the Corpus of Contemporary American English (COCA), focusing on the common adverb and noun collocates frequently combined with the two target synonyms. The findings revealed that 'increase' is frequently used in academic texts and 'rise' in popular magazines, thus representing both in written genres. In terms of collocations, both synonyms share similar adverb collocates, but they explicitly differ in noun collocates. While both 'increase' and 'rise' collocate with object nouns referring to MONEY and MEASUREMENT, constituting near synonyms, the use of 'rise' to mean 'go upward', describing a direction of a natural entity, such as the moon, the sun, or the sea, clearly distinguishes its usage from 'increase'. The results of the study can be used in designing vocabulary teaching lessons based on authentic information from corpora.

PARALLEL SPEAKER 89**Tuesday, 14 March, 2023
15:10 PM – 15:40 PM
(Room 603)****THE IMPACT OF ONLINE RECIPROCAL TEACHING ON READING PERFORMANCE**

Ming Chang, Minghsin University of Science and Technology, Taiwan

Research studies centered on cooperative learning suggest that social interaction is fundamental to motivation. Peers not only stimulate interests but also serve as models that the students will follow. Working cooperatively with peers promotes students' engagement in tasks and increases the efforts they put into the tasks. Due to the outbreak of COVID-19, online communication has been applied in many language classes. The aim of the present study is to design, implement, and evaluate an online reciprocal teaching program that is developed to promote reading motivation and reading comprehension. Participants are fifty first-year university students. In the class, the instructor models reading strategies and establishes dialogues with the students to figure out the meaning from the texts. After sufficient practices, the students are divided into small groups and each group member takes a role to share responsibilities of learning. An M-learning application, Padlet, is utilized as a platform for group discussions. Each group is required to complete a worksheet as the group assignment. Data is collected through reading motivation scales, teacher's reflection, and student interviews. The teachers in the field can learn about the impact of reciprocal teaching on EFL learners' reading motivation, engagement, and performance. The results provide useful resource for creating cooperative reading situations in college English curriculum.

PARALLEL SPEAKER 90**Tuesday, 14 March, 2023
15:10 PM – 15:40 PM
(Room 604)****CREATING A RUBRIC FOR ASSESSING NON-VERBAL COMMUNICATION**Mutsuko Nagasaki, Dokkyo University, Japan
Orimoto Sunao, Ehime University, Japan
Kristin Armitage, Dokkyo 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) and in fact, assessors' judgement on learners' overall language fluency can be influenced by NVC (Jenkins & Parra, 2003). However, little research has been done on how teachers, evaluators and other interlocutors assess NVC, and, also the impact Covid-19 has had on NVC (i.e., mask wearing) assessment. This study aims to reveal teachers' perspectives on students' use of NVC when giving a presentation and having a conversation in English for the purpose of developing a standard NVC assessment rubric. A survey of English (both native and non-native speakers of English) teachers teaching mainly in Japan (n=53) and follow-up interviews showed that teachers value the role of NVC in a presentation more than in a conversation as they regarded a conversational setting as an area where students' choice of NVC is mitigated by their identities. This was only one of the interesting findings of this research and more detailed results and implications will be shared in the presentation.

PARALLEL SPEAKER 91**Tuesday, 14 March, 2023
15:10 PM – 15:40 PM
(Room 605)****TRANSLANGUAGING IN WHATSAPP COMMUNICATION TASKS: A CASE STUDY**

Mokh. Arif Bakhtiyar, Curtin University, Australia

Translanguaging has received wide attention in language research recently. However, research on translanguaging in technology-mediated task-based language learning is still scarce. This pilot study investigated the role of translanguaging in WhatsApp communication tasks. Five female, Grade 11 Senior High School students participated voluntarily in the study in a city in Indonesia. An opinion exchange, a one-way information gap, and two opinion gap tasks were carried out by participants in a group and two pairs using text and voice chat during four sessions without any teacher intervention. Text chat data were retrieved from chat logs, while data from voice chat were transcribed manually. A stimulated recall interview was also conducted with participants to find out their perceptions of what happened during learner interactions. Multimodal discourse analysis was used to analyse the data. Findings revealed that during the task performance the students did translanguaging to negotiate the meaning and form of a word, understand the task instruction, and make a joke.

ONLINE PARALLEL SESSIONS

ONLINE PARALLEL SPEAKER OP25

**Tuesday, 14 March, 2023
15:10 PM – 15:40 PM
(Makerspace)**

THE USE OF CDF IN WRITING AT JAPANESE UNIVERSITIES

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

In continental Europe, CLIL is typically practiced in primary and secondary schools while EMI is practiced at universities (Macaro, 2020). However, according to a survey on CLIL practices in Japan, 47.2% of respondents are teaching at a tertiary level (J-CLIL, 2022). This difference may or may not lead to various learning differences between Europe and Japan. Regarding language aspects, CLIL is characterized by CDF (Cognitive Discourse Function) (Dalton-Puffer, 2017). The presenters will first review CLIL research at primary and secondary levels in Spain which is exploring CDF from the viewpoint of Systemic Functional Linguistics (Llinares & McCabe, 2020). As language teachers at Japanese universities, the presenters will then analyze their students' use of CDF in writing by using UAM CorpusTool 6.2e (O'Donnell, 2022) qualitatively and quantitatively. Specific research questions are: 1) Does students' proficiency affect the use of CDF explain and CDF evaluate in writing? 2) Does the field (or topic) affect the use of CDF explain and CDF categorize in writing? 3) What are students' lexicogrammatical choices for causal explanation and classification/comparison? In the discussion section, this small-scale classroom research could mention implications on CLIL practices at Japanese universities.

ONLINE PARALLEL SPEAKER OP26

**Tuesday, 14 March, 2023
15:10 PM – 15:40 PM
(Learning Space)**

COLLOCATIONS IN SELECTED EFL COURSE BOOKS AND PEDAGOGICAL IMPLICATIONS

Thuy Pham Thi Thanh, Hanoi National University of Education, Vietnam
Huyen Chu Thi Thu, Hanoi National University of Education, Vietnam

It seems that vocabulary is a key aspect during mastering a foreign language. Of the wide range of vocabulary for learners, collocations account for a large number. As far as the study is concerned, the authors would like to investigate the syntactic and semantic features of this special type of words taken from selected EFL course books for students. Findings show that collocations in these books belong to different types of combinations between two or three parts of speech. Their meanings need to be thoroughly comprehended based on the cultures of the source language and target one. Finally, pedagogical implications for language teaching and learning are proposed in detail.

ONLINE PARALLEL SPEAKER OP27

**Tuesday, 14 March, 2023
15:10 PM – 15:40 PM
(Room 810)**

INTEGRATING THE GENRE-BASED APPROACH INTO TEACHING ACADEMIC WRITING IN ENGLISH AS A FOREIGN LANGUAGE

Akiko Nagao, Ryukoku University, Japan

The research question is 'to what extent do university students as EFL learners' understanding of the target academic essay structure and lexicogrammatical recourses changed by the intervention of teaching genre-based approach (GBA) English writing around the teaching and learning cycle (TLC)'. Twenty-two first-year EFL students at a university in Japan participated in a 15-week TLC English writing lesson using GBA. Phases 1, 2, and 3 utilised a Likert-scale questionnaire, an systemic functional linguistics-UAM corpus tool, and a case study, respectively. First, words associated with circumstance are usually related to adverb groups, which refer to time, place, and manner (ideational meaning). Learners with higher English proficiency wrote circumstance elements more frequently before the SFL-GBA intervention. Second, despite explicit writing instructions, neither lower nor higher English proficiency groups showed significant improvement on modal adverbials (interpersonal meaning). Third, before the GBA intervention, simple thematic development patterns were identified by the participants to a limited extent (textual meaning). Nevertheless, after the lesson, combined theme reiteration patterns and zig-zag theme patterns could be identified. This reflects the improvement in the EFL learners' understanding of the whole text in terms of coherence and cohesion.

ONLINE PARALLEL SPEAKER OP28

Tuesday, 14 March, 2023
15:10 PM – 15:40 PM
(Room 616)

SECOND LANGUAGE TEACHER IDENTITY: A SYNTHESIS OF REFLECTIONS FROM APPLIED LINGUISTS

Yin Ling Cheung, Nanyang Technological University, Singapore
Chiew Hong Ng, National Institute of Education, Singapore

This presentation synthesizes 18 reflections on language teacher identity research through the analytic framework of pragmatic, critical, hermeneutic and phenomenological approaches and perspectives. The presentation will cover the impact of social, cultural, and political factors in influencing the construction of teacher identity, and future directions for teacher identity research in various specializations in applied linguistics. The presentation will inform second language teachers, teacher educators and researchers not only in Asia, but also globally, of second language teacher identity as a dynamic concept that can be changed and developed, subject to cultural, social, contextual, and political situations.

PANEL DISCUSSION 2

Tuesday, 14 March, 2023
16:20 PM – 17:00 PM
(Auditorium)

PANEL TOPIC: LANGUAGE ASSESSMENT IN A COVID-19 ENDEMIC WORLD: DIMENSIONS AND PERSPECTIVES

Panellists: David Booth; Hanan Khalifa; Lawrence Zhang & Peter Gu
Moderator: Marie Yeo

PROGRAMME

WEDNESDAY, 15 MARCH

INVITED SPEAKERS

INVITED SPEAKER 9

Wednesday, 15 March, 2023
09:00 AM – 09:50 AM
(Auditorium)

DIRECTIONS FOR RESEARCH: GLOBAL ENGLISHES AND THE 21ST CENTURY ELT PARADIGM SHIFT

Jim McKinley (UOL), UCL Institute of Education, United Kingdom

Global Englishes as a teaching and research endeavour accompanying the rise of English as a global language has led scholars to call for a paradigm shift in the field of English language teaching to match the new sociolinguistic landscape of the twenty-first century. In recent years a considerable amount of classroom-based research and language teacher education research has emerged to investigate these proposals in practice. This presentation outlines key proposals for change in language teaching from the related fields of Global Englishes, with a critically review of the growing body of pedagogical research conducted within these domains. Having conducted a systematic review with leading Global Englishes scholars of 38 empirical articles published between 2010 and 2020, in this talk I will highlight how the synthesis of classroom research suggests a current lack of longitudinal designs, an underuse of direct measures to explore the effects of classroom interventions, and under-representation of contexts outside of university language classrooms. Synthesis of teacher education research suggests future studies need to adopt more robust methodological designs which measure the effects of Global Englishes content on teacher beliefs and pedagogical practices both before and throughout the programme, and after teachers return to the classroom.

INVITED SPEAKER 10

**Wednesday, 15 March, 2023
09:00 AM – 09:50 AM
(Rooms 506-508)**

HUMANIZING PEDAGOGY IN THE AFTERMATH OF COVID: RECONSIDERING “NORMAL” IN LANGUAGE TEACHING

Kevin Wong, Pepperdine University, United States

The COVID-19 pandemic deeply impacted the field of education, shifting instruction from in-person to emergency remote or hybrid learning environments that stripped us of tangible human connection. Returning to the physical classroom, many welcomed the opportunity to go "back to normal," but critics soon noted that "normal" was not good enough because "normal" practices could not be applied to a traumatized generation of students and teachers. After all, these individuals had been subject to dehumanizing, flip-flop policies that treated them as pawns, demanding they comply with constant shifts in lesson delivery modalities, drastic changes in school timetables, continued high-stakes assessments, and demeaning testing-masking-social distancing policies. In this presentation, I consider what a new "normal" might look like in a post-COVID era and use Humanizing Pedagogy as a lens to reimagine English language classrooms that centre our collective humanity. Through in-depth interviews and critical reflections with English language teachers in the United States, I share the practices and challenges of meeting and engaging students in their humanity, and offer five principles for enacting a humanizing pedagogy in language classrooms. Tangible scenarios and critical reflection questions will be posed to collectively consider pedagogy in an equitable COVID-19 endemic world.

PARALLEL SESSIONS

PARALLEL SPEAKER 92

**Wednesday, 15 March, 2023
10:30 AM – 11:00 AM
(Auditorium)**

IMPLEMENTING TASK-BASED APPROACH IN TEACHING ENGLISH AT CHIANG MAI NON-FORMAL EDUCATION CENTER

Payapol Suthathothon (Featured Speaker representing Thai TESOL), Chiang Mai University, Thailand

Non-formal education centers have been established throughout Thailand for many decades for people who are unable to go to formal schools for some reasons. However, the ELT-related research done in the non-formal education settings has rarely been found. A few years ago, a new fundamental English curriculum focusing on task-based approach was implemented. In order to ascertain effectiveness, a comprehensive survey was conducted. Students were given a questionnaire focusing on four key areas: the syllabus of the courses, teaching and learning procedures, content, and testing and evaluation. In-depth interviews were also conducted with the students in order to examine the effectiveness of the courses. The empirical evidence showed that most students had a positive attitude towards the syllabus of these courses. In addition, most of them were satisfied with the teaching and learning procedures which incorporated e-learning. Concerning the content of the English courses, most students agreed that it was suitable and helped maximize their speaking potentials the most. With regard to testing and evaluation of the courses, most had positive attitudes toward the evaluation through their tasks and projects but felt that final examinations should not be the sole judge of their academic accomplishments.

PARALLEL SPEAKER 93

**Wednesday, 15 March, 2023
10:30 AM – 11:00 AM
(Rooms 506-508)**

"I WAS LIKE VERY NERVOUS, VERY SCARED AND ALSO, I WAS QUITE ANNOYED": NARRATING EMOTIVE EXPERIENCES OF SCHOOL ENGLISH LITERACY EDUCATION

Csilla Weninger, National Institute of Education, Singapore

There has been growing interest in the role of emotions in relation to English language teaching and learning. In contrast to earlier approaches which focused mainly on how anxiety as an individual cognitive trait impacted language learning, this new line of research is characterized by a broadly sociocultural perspective that seeks to understand emotions as action (Lewis & Tierney, 2013). Emotions here are seen as socially and culturally shaped yet also dynamically linked to learner identity as they mediate between institutional discourses and subjective experiences of language learning across multiple timescales (DeCosta, 2016).

Orienting to this body of work, this presentation examines how Singaporean secondary-aged students discursively construct their emotional experiences of school English literacy education. Ten participants were interviewed five times each following a narrative interview protocol (Horsdal, 2017) aimed at eliciting their personal experiences to understand how youth articulate their emotional relationship toward literacy. Interview transcripts were analyzed using a narrative approach (Georgakopolou, 2015) examining three interrelated levels: 1) ways of talking; 2) sites; and 3) tellers. Despite the prevalence of negative emotional experiences, findings point to the multiple ways students make sense of these experiences and thus position themselves differently vis-a-vis school English literacy education.

PARALLEL SPEAKER 94

**Wednesday, 15 March, 2023
10:30 AM – 11:00 AM
(Tanglin Room 1)**

REFLECTING ON LISTENING: LEARNER JOURNAL INSIGHTS FROM THE JAPANESE UNIVERSITY CONTEXT

Naheen Madarbakus-Ring, University of Tsukuba, Japan

Research suggests that the use of journaling in language learning help learners to monitor and evaluate their real-time listening difficulties. Learners encounter common difficulties, such as time commitments and repeated mistakes in their L2 listening. One option is to help learners focus on how they process the listening input. Therefore, listening journals can help learners improve their listening performance by increasing their awareness of their process-based approaches and the strategies they use. This presentation outlines 33 learners' experiences of their out-of-class listening selections. Learners from three tertiary listening classes at a Japanese university completed one homework journal each week for five weeks. Using listening prompts, learners self-reported on their chosen resources, their comprehension of these resources, and their confidence level from the listening experience. The results showed that learners consistently chose familiar listening resources. Learners overall comprehension of the text did not change, and there were marginal differences in their self-reports of listening confidence. The findings suggest that although the learners chose the same resources, this may not result in better comprehension or improved confidence. The presentation concludes by providing practical listening journaling approaches for educators to use in both in-class and out-of-class contexts.

PARALLEL SPEAKER 95

**Wednesday, 15 March, 2023
10:30 AM – 11:00 AM
(Tanglin Room 2)**

MAXIMISING TALK TIME: VIDEO PRESENTATIONS IN EFL

Nicholas Musty, Kobe Gakuin University, Japan

With the enforced spread of distance learning following the 2020 outbreak of the COVID-19 pandemic, instructors of English as a Foreign Language (EFL), sought new ways in which to proceed with communicative aspects of their courses. One commonly-employed task, the in-class presentation, required a fresh approach as learners were no longer able to meet in the same room or even at the same time. The author adopted the video-sharing site "Flip" (formerly "Flipgrid") and this presentation describes the way in which it was implemented, with reference to student feedback. Some benefits emerged from this approach. First, learners were able to present the results of their research to each other remotely. In addition, it turned out that moving this element of learning to an outside-of-classroom activity increased the frequency with which students were able to present to each other. Furthermore, channels were available for students to respond to each other. Therefore, it is perceived that the video presentation is an alternative to the classroom presentation, and it is suggested that this approach be used as part of the teachers' toolbox in the post-pandemic language classroom.

PARALLEL SPEAKER 96

**Wednesday, 15 March, 2023
10:30 AM – 11:00 AM
(Room 501)**

CULTURAL-DISCURSIVE AND SOCIAL-POLITICAL ARRANGEMENTS IN THE PRACTICE ARCHITECTURES OF IN-SERVICE TEACHER PROFESSIONAL DEVELOPMENT PROGRAM: INSIGHTS FROM THE INDONESIAN CASE

Neny Isharyanti, Universitas Kristen Satya Wacana, Indonesia

From the perspective of "Practice Architectures" (Kemmis, 2019), practices shape and are shaped by the arrangements in the site of practice. The arrangements in the Practice Architectures consist of cultural-discursive (sayings), material-economic (doings), and social-political (relatings) of the actors involved in and the environment of the practice site. The study focuses on the identification of the cultural-discursive and the social-political arrangements in the three-month in-service teacher professional development program held jointly by the Indonesian Government and a Higher Education Institution (HEI), in enabling or constraining the standardized teaching practices that are expected by the program. The study uses qualitative research approach, in which interviews with participants of the program are analyzed thematically, to produce results that describe the arrangements of the program that support or hamper the development of good practices as laid out by the government. Finally, the identification of arrangements aims to provide insights in the evaluation of the program, which can inform the government and the HEI in improving the design and the implementation of the program, particularly in promoting and instilling the best teaching practices among in-service teachers in Indonesia.

PARALLEL SPEAKER 97

**Wednesday, 15 March, 2023
10:30 AM – 11:00 AM
(Room 502)**

EFFECTS OF DEEPER LEARNING STRATEGIES ON LEARNING BRITISH CULTURE

Nhi Khanh Tran, Ton Duc Thang University, Vietnam

This present research aims to investigate the effectiveness of applying the deeper learning strategies in teaching British Culture for the third-year students at Ton Duc Thang University (TDTU). Data triangulation was employed to validate the findings, including lesson plans, classroom observation, and students' marks, performances and evaluation. After teaching for three different semesters (online, hybrid and offline), the results can be significant for teachers and students to develop effective teaching and learning strategies regarding teaching English-medium instruction courses.

PARALLEL SPEAKER 98

**Wednesday, 15 March, 2023
10:30 AM – 11:00 AM
(Room 503)**

EFL UNIVERSITY STUDENTS' PERSPECTIVES ON USING CONTENT-BASED DIGITAL TEXTBOOKS WITH IPADS

Philip Head, Osaka Jogakuin University, Japan
Tamara Swenson, Osaka Jogakuin University, Japan
Aeric Wong, Osaka Jogakuin University, Japan
Hiroyo Nakagawa, Osaka Jogakuin University, Japan,
Kaori Hakone, Osaka Jogakuin University, Japan

This paper reports on data collected as part of a larger project on technology use at Osaka Jogakuin University/Osaka Jogakuin College (OJU/OJC). In 2012, OJU/OJC adopted iPads for use by all students and produced faculty-developed content-based digital textbooks for first-year students using the iBooks platform. A 48-item survey was distributed in July 2022 to students in the first through the fourth year. The survey included questions about technology use, iPad use, and use of the faculty-developed digital textbooks and workbooks. The responses from participants (N = 181) indicate overall satisfaction with the digital content-based textbooks and the associated paper-based workbooks. Student comments on the survey regarding positive aspects of using digital textbooks and areas that need improvement will be discussed. Results of this survey should help inform discussions regarding how teachers can best use technology and digital materials in the classroom.

PARALLEL SPEAKER 99

**Wednesday, 15 March, 2023
10:30 AM – 11:00 AM
(Room 504)**

PRESERVICE TEACHERS' DEVELOPED CONCEPTION OF TEACHING THAI EFL LEARNERS DURING PRACTICUM

Nuntapat Supunya, Mahasarakham University, Thailand

Teacher education is in charge of developing preservice teachers to effectively perform theory- and research-informed practices in response to authentic learners' needs and future language use. Although discrepancies

between teacher education-informed conception and actual practice, and underlying causes have been revealed by many studies, little is empirically known concerning preservice teachers' developed conception of teaching during practicum. This study thus aimed to shed light on changes in such conception and explain the context-specific causes of emerging discrepancies. Eighty EFL preservice teachers (M=14, F=66) at a public university in the Northeast of Thailand were asked to draw a concept map illustrating their conception before and after a one-semester practicum. Using content analysis and retrospective stimulated recall interview, the findings suggested that the differences in the conceptions (i.e., teachers' and learners' roles, instructional strategies, teaching approaches, and focused skills) were evident. Some instructional strategies and approaches were underemployed due to contextual realities. Less emphasis was placed on second language acquisition (SLA) resulting in a widened gap between teacher education-driven conception and classroom practice.

PARALLEL SPEAKER 100

**Wednesday, 15 March, 2023
10:30 AM – 11:00 AM
(Room 601)**

A MANY-FACET RASCH MEASUREMENT OF THE ACCURACY OF DIFFERENT RATERS' ASSESSMENTS OF ARGUMENTATIVE WRITING

Xiao Xie, Faculty of Modern Languages and Communication, Universiti Putra Malaysia, Malaysia

Self-assessment and peer assessment have attracted the attention of researchers in the field of large-class formative writing instruction. Previous studies on the accuracy of self-assessment and peer assessment relied mostly on correlation and analysis of variance compared to teacher assessment, while few studies have conducted in-depth analyses of rating scales and rater behaviour using Many-Facet Rasch Measurement (MFRM). Many scholars have emphasised the importance of providing qualitative peer feedback training before investigating rater-mediated writing assessment. Specifically, this longitudinal study sought to analyse the rater behaviour of 30 medical postgraduates (B1-B2 levels) and four English language lecturers at a public university in China, in an attempt to compare how different types of raters (peer feedback providers, peer feedback receivers and those who have not engaged in peer feedback) would affect the accuracy of their self-assessment and peer assessment on different writing criteria (relevance and adequacy of content, compositional organization, cohesion, adequacy of vocabulary and grammar), and rating consistency at three different time points. This study hopefully would enrich our understanding of the accuracy of self-assessment and peer assessment, allowing them to compensate for the lack of timely teacher assessment and to stimulate learners' evaluative judgment.

PARALLEL SPEAKER 101

**Wednesday, 15 March, 2023
10:30 AM – 11:00 AM
(Room 602)**

THE MEANING-MAKING AND RHETORICAL POWER OF MAGAZINE TRAILERS THROUGH MULTIMODALITY: A CASE STUDY IN A TAIWANESE EFL CLASSROOM

Gloria Lo, National Taiwan University of Science and Technology, Taiwan
Thao Nguyen, National Taiwan University of Science and Technology, Taiwan

The rapid development of technologies translates into the emergence of various multimodal texts and hence the need to equip learners today with multiliteracies. However, scant research has been conducted to explore the potential meaning-making and rhetorical power of trailers created by EFL learners. Magazine trailers featuring non-fictional texts are considered a multimodal genre using digital narrative forms for communicative and promotional purposes. Grounded in Systematic Functional Multimodal Discourse Analysis (SF-MDA) and Aristotle's rhetoric theory with three qualities (ethos, pathos, and logos), the present case study aims to illuminate (1) how various multimodal semiotic resources in five magazine trailers are orchestrated to construct meanings, (2) how their target audience is persuaded, and (3) how the EFL trailer creators experience and perceive the multimodal composition process. The study involved 17 Taiwanese college English majors as trailer creators in a course titled Multiliteracies: Problem-based Reading and Writing and 50 international students from the same Taiwanese university as trailer viewers. The collected data consisted of five trailers, two adapted questionnaires, and two followed-up interviews. The data were analyzed qualitatively (SF-MDA and content analysis) and quantitatively (ANOVA). The preliminary findings reveal that each trailer features a combination of various semiotic and intersemiotic resources, contributing to emergent narratives. Further, significant differences were found in viewers' evaluation of rhetorical features (ethos, pathos, and logos) between the more and less effective trailers. Finally, the trailer creators experienced both benefits and challenges in the composition process. Based on the results of the study, both

theoretical and pedagogical implications are discussed for multimodal analysis and multimodal composition, particularly rhetorical qualities for magazine trailers in EFL contexts.

PARALLEL SPEAKER 102

**Wednesday, 15 March, 2023
10:30 AM – 11:00 AM
(Room 603)**

EVALUATING ACTIVITIES IN EAP LEARNING MATERIALS USING TECHNIQUE FEATURE ANALYSIS

Quynh Le, Victoria University of Wellington, New Zealand

The present study evaluated the potential of activities in English for Academic Purposes (EAP) materials to help learners enrich their lexical knowledge. A total of 74 activities (e.g., meaning matching, true/false) were scored from two EAP theme-based books used at a New Zealand university, using Nation and Webb's (2011) Technique Feature Analysis (TFA). This checklist of 18 criteria, or features, operationalises five mental conditions: motivation, noticing, retrieval, generation and retention. The results showed that in both textbooks, output activities (generation) had the highest average TFA score, followed by explicit vocabulary exercises and then meaning-focused-input activities. Features associated with noticing and retrieval of words were prevalent across the activities, while productive use (generation) was significantly less common. Little evidence was found concerning the inclusion of instantiation and imaging (retention). Examples of several activities with TFA scores will be presented along with suggestions for teachers on how to increase TFA scores of activities, such as extending activities to include opportunities to use vocabulary in speaking and writing, and using images and examples to increase retention. Important implications from this study involve using TFA to identify strengths and weaknesses of textbook activities and to improve their efficacy in facilitating vocabulary learning.

PARALLEL SPEAKER 103

**Wednesday, 15 March, 2023
10:30 AM – 11:00 AM
(Room 604)**

PROVIDING A RICH LEARNING ENVIRONMENT IN LEARNING THE ENGLISH LANGUAGE IN ZHENGHUA SECONDARY

Rafidah Yusoff, Zhenghua Secondary School, Singapore
Rafiyah Begum Sharif Mohd, Zhenghua Secondary School, Singapore

We recognize the need to provide students with a rich learning environment to promote reading, viewing and writing skills that are essential for language learning. In our school, we design varied assessment tasks that provide opportunities for students to exhibit the core language skills that have been taught. These assessment practices come in different forms, encouraging collaboration and self-exploration to increase engagement and interest in the themes covered across the spiral progression plan across all levels. The learning and feedback processes through these assessment practices are made visible to the learners by tapping on the affordances of technology. In addition, by relying on triangulation from teacher's observations of the use of these skills in the classroom, teachers are able to provide holistic feedback on learning such that learners feel encouraged to bridge their learning gaps and to take ownership of their own learning.

PARALLEL SPEAKER 104

**Wednesday, 15 March, 2023
10:30 AM – 11:00 AM
(Room 605)**

PRONUNCIATION IN EMI: A CASE STUDY OF JAPANESE UNDERGRADUATE STUDENTS

Masami Kimura Okazaki, Mukogawa Women's University, Japan

This study analyses the pronunciation issues of Japanese undergraduate students at Mukogawa Women's University in Japan. The objective of this study is to investigate which phonemes Japanese undergraduate learners of English find difficult to produce in an intelligible manner. The study empirically examines the relevance of students' individual and social-related language background and connection to their learning environment at the university in predicting their English proficiency. Examples of individual factors include previous overseas residency and home/social languages to study in class. The 10 participants in the study are second year undergraduate students, between 19 and 20 years old with pre-intermediate/intermediate levels of proficiency in English which corresponds to B1/A2 for CEFR. There are mainstream and ACE (Advanced Course in English) courses in the department of English at the university. The participants belong to the latter. They major in English and receive instruction in English. In the open-end questionnaire, they

give their opinions about English pronunciation. The investigation aims to accomplish the following three goals: 1) discover the pronunciation issues; 2) recommend potential pronunciation instructions in EMI classroom and 3) suggest practices for self-learning for better communication.

ONLINE PARALLEL SESSIONS

ONLINE PARALLEL SPEAKER OP29

**Wednesday, 15 March, 2023
10:30 AM – 11:00 AM
(Makerspace)**

THE SIGNIFICANCE OF FILIPINO ENGLISH TEACHERS FOR WEST-ORIENTED JAPANESE DURING THE PANDEMIC

Yoko Kobayashi, Iwate University, Japan

Pre-pandemic studies indicate that East Asian students' migration to ASEAN Outer Circle nations to study English coexisted with, and was sustained by their adherence to the idealized Anglophone English world. To further explore the significance of such students' English study with Outer Circle teachers, a questionnaire survey was administered to Japanese English learners during the COVID-19 pandemic when online learning had become mainstream. The research participants are 200 Japanese female English learners aged 20-59 who have taken English lessons provided by both Western and Filipino teachers. The textual and statistical data analyses reveal a new type of Japanese English learners who appreciate Filipino teachers' Asianness and their ESL background. However, such appreciation is found to be enhanced by Japanese English learners' essentialization of 'Asian' Filipino ESL teachers, and their hope and struggle to acquire 'correct' English. This study calls for discussion on the significance of Filipino and other Outer Circle English teachers in East Asia where the idealization of Inner Circle English remains intact even in the endemic situation when traditional in-person classes taught by Inner Circle English teachers have been disrupted both in at-home and study-abroad contexts.

ONLINE PARALLEL SPEAKER OP30

**Wednesday, 15 March, 2023
10:30 AM – 11:00 AM
(Learning Space)**

"I THINK I AM BILINGUAL, BUT....": TRANSLANGUAGING IN A CHINESE INTERCULTURAL COMMUNICATION CLASS

Bin Shen (Featured Speaker representing 21st Century English Education Media – China Daily), Fuzhou University, China

Translanguaging encourages active and integrated usage of varied languages and other resources and exploitation of students' whole linguistics repertoires and cultural resources in teaching and learning. Zooming into an intercultural communication class in an English-as-a-medium-of-instruction (EMI) fashion, a 14-week participant observation was conducted to delineate the teacher's translanguaging practices used in class and the effects those practices may have on students' intercultural communication competence. Furthermore, students' attitudes towards translanguaging practices were excavated through semi-structural interviews and questionnaires. The findings suggest that translanguaging was practiced to serve various purposes in class, namely concept explanation, class instructions, content knowledge reorientation and maintenance of classroom relationships; the teacher's translanguaging practices could help to promote students' intercultural communication competence; most of the students demonstrated positive attitudes towards translanguaging practices while a few did not seem to favor such practice in the EMI class where the monolingual ideology is expected to be dominant. Therefore, students' awareness of translanguaging and multilingualism should be fostered to make full use of their bilingual and multilingual advantages, which will further contribute to cultivating their intercultural communication competence.

ONLINE PARALLEL SPEAKER OP31

**Wednesday, 15 March, 2023
10:30 AM – 11:00 AM
(Room 810)
(Pre-recorded)**

LEVERAGING THE AFFORDANCES AND CONSTRAINTS OF MODALITIES PRODUCES BETTER CLIL PEDAGOGY

Steven Asquith, Rikkyo University, Japan

Adversity can lead to meaningful change and innovation in the development of classroom materials. This is true in the case of a Model United Nations unit designed pre-pandemic, modified for online learning, and improved with the lessons learnt for the return to face-to-face classes. This content and language integrated learning (CLIL)-based unit, conducted with two classes of Japanese university freshmen English majors, required students to research, collaborate, negotiate, and debate with their peers from both classes. This presentation shares how necessary shifts in the use of modalities informed pedagogical practices to improve the delivery of content, nurture students' academic skills, and support collaborative learning. By focusing on the skill areas of independent research, presentation, and discussion, the presenters will detail how the materials were refined based upon the affordances and constraints of the differing modalities. The iterative process of developing this course over five years resulted in a sophisticated pedagogical design that cultivates 21st century skills. Attendees to this presentation will learn about how modality shifts can effectively inform materials design.

ONLINE PARALLEL SPEAKER OP32

**Wednesday, 15 March, 2023
10:30 AM – 11:00 AM
(Room 616)**

IMPROVING COLLECTIVE AND INDIVIDUAL TEACHER AGENCY THROUGH HORIZONTAL CURRICULUM LEADERSHIP IN BILINGUAL EDUCATION: AN ECOLOGICAL PERSPECTIVE

Yi-Ping Huang, National Chengchi University, Taiwan

The Chinese culture tends to be associated with hierarchical curriculum leadership which may not necessarily increase teacher agency. As such, this presentation aims to exemplify how horizontal leadership improves teachers' collective and individual agency through two qualitative case studies in Taiwan. An ecological perspective to teacher agency is used as a conceptual framework (Priestley et al., 2015). The two cases are public elementary schools where more than 1/3 of the courses are taught in English via Content and Language Integrated Learning (CLIL). These schools were chosen due to their good reputation for effectiveness of the implementation of bilingual education programs from 2017. Due to the pandemic influence, only interview data were gathered, supplemented with different documents (school websites) and books or journal articles (published by schools and/or teachers). Data were initially reconstructed by Carspecken (1996) and then analyzed thematically (Yin, 2017). This presentation will show the kinds of belief and structural changes made by the principal and teachers to illustrate the co-construction of horizontal curriculum leadership. It then unveils how projective, iterational, and practical-evaluative dimensions of teacher agency are drawn to improve collective and individual identity. This presentation concludes with pedagogical implications and directions for future research.

INVITED SPEAKERS

INVITED SPEAKER 11

**Wednesday, 15 March, 2023
11:10 AM – 12:00 PM
(Auditorium)**

NEXT GENERATION LANGUAGE ASSESSMENT – USING TECHNOLOGY TO BALANCE ASSESSMENT EFFICIENCY AND DOMAIN COVERAGE

David Booth (Pearson), United Kingdom

The renewed focus on digital delivery and equity in language assessment offers significant opportunities to innovate and improve our approach to high stakes testing. Test publishers understand the need to update test specifications for different reasons, for example, to improve tests from a construct perspective (Pickles, Clark and Elliot 2019) or from a desire to rationalise testing in terms of the number of papers which need to be taken or the time involved in sitting a particular assessment (Docherty 2015) or from a desire to make a specific section of the test more relevant for potential test takers (Bernal 2013), but there still seems to be a reluctance to use the benefits of technology even further in high stakes language testing. This presentation examines a test of English proficiency that endeavours to meet the challenges inherent in developing new assessment and scoring methods using state of the art technology. We will look at some key elements of validity and how technology can improve test outcomes. We will demonstrate the benefits to test takers and receiving institutions through examples from an internationally recognised assessment explaining how we have established that the test can be shortened in terms of testing time, improving accessibility for learners, yet still retain the same level of demand. All original item types are still used, and each language skill is fully assessed to give a valid and reliable skill and overall test score. The reliability of the new test remains very high, and the Standard Error of Measurement (SEM) remains the lowest in global language testing. Systematic statistical and content reviews of an operational test in terms of its item type efficacy and construct

relevance are of paramount importance to achieve the optimal balance between assessment efficiency and domain coverage.

INVITED SPEAKER 12

**Wednesday, 15 March, 2023
11:10 AM – 12:00 PM
(Rooms 506-508)**

BRING METACOGNITION AND SELF-REGULATED LEARNING TO THE FORE: WHAT TEACHERS CAN DO IN A COVID-19 ENDEMIC WORLD

Lawrence Zhang, The University of Auckland, New Zealand

Self-regulated learning (SRL) and metacognition are no longer unfamiliar notions, generally speaking. They have also gradually been embraced by foreign and second language teachers. Given the covid-19 endemic world we live in, they become even more pertinent. Commonly referred to as one's ability to understand and control the learning environment, SRL is regarded as including goal setting, self-monitoring, self-instruction and self-reinforcement (Harris & Graham, 1999; Schraw et al., 2006). In pedagogical contexts, Schunk and Greene (2018:1) think that SRL is related to "the ways that learners systematically activate and sustain their cognitions, motivations, behaviors, and affects, toward the attainment of their goals". The application of self-regulation to learning contexts has gained an interdisciplinary status and developed significantly in the past 20 years. Such a development is relatively less noticeable than the notion of metacognition, which is often defined as "cognition about cognition" (Flavell, 1979; Goh & Vandergrift, 2021), to be enacted by learners through metacognitive strategies (Wenden, 1986; Zhang & Zhang, 2018). How can we take stock of SRL together with metacognition for improving the teaching and learning of second/foreign languages? In my presentation, I explore their utility, focussing on their practical applications in second/foreign language classrooms.

PARALLEL SESSIONS

ONLINE PARALLEL SPEAKER 105

ONLINE

**Wednesday, 15 March, 2023
13:30 PM – 14:00 PM
(Auditorium)**

THE RELATIONSHIP BETWEEN PRE-TASK PLANNING AND SECOND LANGUAGE LEARNERS' EMOTIONAL STATES DURING ORAL TASK PERFORMANCES

Scott Aubrey, The Chinese University of Hong Kong, Hong Kong

The practice of strategic pre-task planning for second language (L2) task performances has long been considered an important part of task-based language teaching (TBLT). While it has been well-established that pre-task planning can benefit the quality of language use during subsequent performances, the influence of pre-task planning on learners' emotional states during performances has largely been ignored. This is surprising given that emotions play an important role in cognitive processing and L2 learning. This presentation reports on a study that uses the idiodynamic approach to examine the relationship between enjoyment, anxiety, and the degree to which planned semantic content is used during monologue tasks. Twenty university students who use English as an L2 performed two 10-minute collaborative planning tasks followed by two 3-minute monologue tasks. While watching a video recording of their task performances, participants rated their anxiety and enjoyment levels on a per-second basis and were interviewed about the reasons for their increases and decreases in the two emotions. At an inter-individual level, findings revealed a strong negative relationship between anxiety and planned semantic content used (operationalized as idea units) but a weak positive relationship between enjoyment and use of planned semantic content. An intra-individual analysis shed light on the dynamic relationship between emotions and use of planned semantic content during the task period. A content analysis of interview data indicated that changes in emotions during the task was influenced by not only the extent to which used ideas were planned, but also the task topic, learners personal experiences related to the task, the task structure, ongoing evaluations of language used in the task, and breakdowns in fluency. This presentation will conclude with suggestions for how pre-task planning can be implemented to support learners' emotions during task performances.

PARALLEL SPEAKER 106

CANCELLED

**Wednesday, 15 March, 2023
13:30 PM – 14:00 PM
(Rooms 506-508)**

TBLT AND TECHNOLOGY: ATTITUDES AND SOLUTIONS

Peter Gobel, Kyoto Sangyo University, Japan
Makimi Kano, Kyoto Sangyo University, Japan

Task-based language teaching (TBLT) is supported by extensive research, both in the field of applied linguistics and language education. For many years, its potential for developing language learners' motivation and proficiency has also been argued based on the experiences of both teachers and students. In the same way, computer-assisted language learning (CALL) seeks to support the presentation, reinforcement and assessment of materials. In an effort to develop a structured and theoretically grounded CALL approach, and in view of the growth of both TBLT and CALL studies, researchers have begun to explore the possibility of combining these two branches of research. This presentation will give an overview of recent CALL and TBLT research and show how recent findings can inform the design and implementation of tasks. We start with a brief look at teacher and student attitudes toward CALL in TBLT and how these attitudes affect task presentation and task completion. Using this as a starting point, two authentic tasks are presented: one which focuses on communication and higher order thinking skills, and the other which focuses on a multifaceted language production. Both tasks will be analyzed with student and teacher attitudes in mind, and with a view towards creating adaptable and acceptable language learning tasks.

PARALLEL SPEAKER 107

**Wednesday, 15 March, 2023
13:30 PM – 14:00 PM
(Tanglin Room 1)**

DEVELOPING PRIMARY SCHOOL STUDENTS' COMPREHENSION INFERENCING SKILLS USING THE FEED UP-FEEDBACK-FEED FORWARD MODEL

Rachel Lee, Fuhua Primary School, Singapore
Soh Eng Neo, Fuhua Primary School, Singapore

Comprehension inferencing, which is a critical component of close reading and viewing in EL Syllabus 2020, requires the coordination of linguistic and cognitive processes for one to form a cohesive understanding of what has been read in text. To enhance the mastery of the important skill in primary school students, an intervention was conducted across three Singapore Primary Schools (n = 190), in which the Feed Up-Feedback-Feed Forward model was used to differentiate instructional strategies and materials so that students could move up from their current level of performance to the level that is expected of them. Informed by the principles of formative assessment (Sadler, 1989), this paper presentation focuses on how the Feed Up-Feedback-Feed Forward model guided the planning and enactment of lessons during the intervention, which adopted an experimental design with control group. Prior to the intervention, scores from a pre-assessment were first used to determine students' entry level of comprehension inferencing, namely, low, middle, high, in the experimental groups in each of the three schools. They then received feedback information related to the specific feedback stage. In the Feed Up stage, students were provided the success criteria of the current lesson; in the Feedback stage, teachers addressed their errors based on previous task performances; in the Feed Forward stage, teachers explicitly modelled comprehension inferencing strategies to help students to perform the current task, which was tiered according to their entry level. Findings indicated that between-group comparisons in the pre- and post-intervention performance of the experimental groups in two of the Primary Schools showed a significant improvement ($p < .05$). The paper argues that consistent use of the Feed Up-Feedback-Feed Forward model could allow students to monitor their own progress, and helps them focus on achieving learning outcomes.

PARALLEL SPEAKER 108

**Wednesday, 15 March, 2023
13:30 PM – 14:00 PM
(Tanglin Room 2)**

DO ONLINE GAMES HELP YOUR ENGLISH LANGUAGE PERFORMANCE?

Rino Shafierul Azizie Shahrir Raghbir, Universiti Malaya, Malaysia

With the advancement in online gaming and technology, there has been a significant increase in the number of learners of English language who are involved in Massively Multiplayer Online Role-Playing Game (MMORPG). In line with this phenomenon, it is crucial to explore if online games affect the language learning of ESL learners. Past studies on Digital Game-Based Learning (DGBL) had focused on learners'

communicative competence and the use of vocabulary learning strategies. However, there is a lack of studies that focus on the changes in language performance of ESL learners before and after gameplay sessions. Therefore, this study aims to investigate whether the involvement in online gaming influence ESL online game players' English language performance. This study involves a group of online ESL game players who experience 10 hours of accumulated gameplay sessions in MMORPG. This study will present performance data extracted from pre- and post- language tests that are conducted before and after the gameplay sessions. Simultaneously, the online ESL game players' interaction during gameplay will be video recorded, and the data from the video transcription will be analysed to determine whether the interaction in online games relates to the changes in test scores.

PARALLEL SPEAKER 109

**Wednesday, 15 March, 2023
13:30 PM – 14:00 PM
(Room 501)**

BUILDING NETWORKS TO DESIGN AND SUPPORT SYSTEMIC RESEARCH IN ELT

Donald Freeman, University of Michigan, United States
Anne-Coleman Webre, University of Michigan, United States

Knowledge generation, scholarship, and dissemination are strengthened and diversified by building collaborative systemic networks that bring together multiple voices around a shared research theme. This colloquium describes the organization of a network of senior researchers from Islamic universities across the Indonesian archipelago that was set up with project funding in 2022. The network is embedded in a nationally cascaded training program which focuses on improvements in classroom ELT. The initial rationale for, and design of, the research network will be introduced; panelists will then discuss how the supports have evolved in practice in response to the goals of the researchers and common challenges in the research process. The project has implications for increasing the availability of research opportunities in global and local settings and diversifying the knowledge that is generated, while allowing academic peers to serve as supportive thought-partners throughout the traditionally isolating process of doing research.

PARALLEL SPEAKER 110

**Wednesday, 15 March, 2023
13:30 PM – 14:00 PM
(Room 502)**

EFFECTIVENESS OF AN E-LEARNING AND ONLINE LEARNING MODEL THAT DELIVERS EXECUTIVE FUNCTIONING AND STUDY SKILLS CURRICULUM TO UPPER SECONDARY AND TERTIARY STUDENTS WITH SPECIFIC LEARNING DIFFERENCES

Rosalyn Wee, Dyslexia Association of Singapore, Singapore
Serena Abdullah, Dyslexia Association of Singapore, Singapore

Dyslexia is a lifelong learning difference, specialist support should ideally continue into post-secondary. As students transition to higher education, the acquisition of executive functioning skills and study skills becomes critical in enabling them to learn and work more efficiently. Therefore, the Dyslexia Association of Singapore developed the iStudySmart programme, which adopts an online learning approach which aims to empower students with learning differences in the areas of time management and prioritisation, planning and organisation, tertiary writing and presentation skills. This paper evaluates the relevance and effectiveness of iStudySmart and measures the students' self-confidence, motivation, and independence through the administration of pre- and post-questionnaires and a post-questionnaire or interview six months after. Further, qualitative data comprising testimonials from parents revealed high levels of satisfaction and recognition of the value of the approach. Results from post-questionnaire and interview six months after indicate that all aspects of the iStudySmart intervention were effective, with moderate and large effect sizes for planning and organisation, tertiary writing and presentation. On the other hand, time management and prioritisation strategies learnt through the programme would need more time and practice before students can apply them in their daily lives.

PARALLEL SPEAKER 111

**Wednesday, 15 March, 2023
13:30 PM – 14:00 PM
(Room 503)**

SPEECH REPAIRS AND ORAL FLUENCY: WHAT CAN WE LEARN FROM L1 SPEECH DATA?

Ralph Rose, Waseda University, Japan

The examination of speech fluency (in the narrow sense of the smoothness of speech; cf., Lennon, 1990) has been extensive over the past few decades. During this time, several measures of surface fluency have gradually risen to the forefront and are generally recognized as dominant measures. Most prevalent among these is articulation rate (cf., De Jong et al, 2015) and in some studies, mean length of runs and silent pause rate (cf., Towell, 1996; Kahng, 2014). One measure which has also received attention is repairs: sequences of speech in which the listener is meant to understand one segment of speech as a replacement (i.e., corrected version) of some immediately preceding segment (e.g., 'Open the red, I mean, the blue book.'). Although, intuitively, repairs might seem closely related to fluency, studies have not been conclusive. However, most studies have compared nonnative (L2) speakers of a language to native (L1) speakers of that same language. This means that the speech of different populations are being compared. The present work seeks to overcome this confound and look at the relationship between repairs and speech fluency more directly. The study uses the Crosslinguistic Corpus of Hesitation Phenomena (CCHP: Rose, 2013). This speech corpus contains recordings of read and spontaneous speech from 35 speakers in both their L1 (Japanese) and L2 (English). Recordings have been transcribed, time-aligned, and annotated for various fluency phenomena including repairs. Analysis of the recordings show a correlation between speakers' rate of repairs in L1 and L2, but much lower than that for articulation rate. But speakers do repair more in L2 than in L1 at both low and high levels of proficiency. These results suggest that, indeed, overt measures of repair are not highly indicative of learners' L2 fluency relative to their L1 speech performance. If there is a relationship, it is at a more subtle level such as the syntactic or semantic type of repair.

PARALLEL SPEAKER 112

**Wednesday, 15 March, 2023
13:30 PM – 14:00 PM
(Room 504)**

PROCEDURAL MONOLOGUES IN HOW-TO VIDEOS: COMPARISON OF NATIVE-LEVEL SPEAKERS AND JAPANESE UNDERGRADUATES

Mark Hammond, Kanazawa University, Japan

Monologues associated with hands-on demonstrations of how-to procedures are found in various occupational contexts. Such monologues, often embedded in YouTube how-to videos, address a range of tasks, for example, operating machinery, explaining computer software, using scientific equipment, and working with tools or materials. Researchers have paid little attention to this type of spoken register and there is a lack of investigations of hands-on demonstrative contexts by L2 English speakers. This presentation describes a comparative study of procedural monologues found in how-to video tutorials by native-level English speakers and Japanese university undergraduates studying English as a foreign language. Taking a register perspective, the study answers the question: What are the salient differences in linguistic features and communicative functions of procedural monologues by native-level speakers and those by Japanese university undergraduates? Using key features from a sub-register of the Corpus of Online Registers of English (CORE) as a starting point, the study investigates a corpus (55,000 tokens) of 100 how-to videos posted on YouTube by native-level English speakers and a corpus (18,000 tokens) of 50 how-to videos produced by Japanese undergraduates.

PARALLEL SPEAKER 113

**Wednesday, 15 March, 2023
13:30 PM – 14:00 PM
(Room 601)**

IDENTIFYING THE RELUCTANT READERS: TEACH, TRAIN AND MOTIVATE THEM TO READ

Shanti Prakash, Tao Nan School, Singapore
Mok Song Imm, Tao Nan School, Singapore

The reluctant readers are a diverse group; their reasons for not reading range from reading avoidance to reading difficulties (Stringer & Mollineaux, 2003). The National Reading Panel report (NICHD, 2000) identified five basic reading skills: the alphabetic principle, phonemic awareness, oral reading fluency, vocabulary, and comprehension. The Motivation to Read Profile-Revised (MPR-R) Survey (Malloy et al., 2013) and the Reading Engagement Index (REI) (Wigfield et al., 2008) were used to identify the reluctant readers who then attended a Conversational Interview (Malloy et al., 2013) with the researcher. The MPR-R Survey was administered using Google Survey and is a self-report by students while the REI is an observation by their teacher. The three instruments served as an assessment or illuminative evaluation (Richards, 2001) of the reading programme in the school. As a follow-up, a workshop was planned to educate teachers on how to teach reading using The Active View of Reading Model (Duke & Cartwright, 2021), train students on Sustained Silent Reading (SSR) and how to leverage technology to motivate the reluctant readers to read.

PARALLEL SPEAKER 114**Wednesday, 15 March, 2023
13:30 PM – 14:00 PM
(Room 602)****DEVELOPING INFERENCE SKILLS IN READING THROUGH WRITING**Shoo Soon Wee, Ministry of Education, Singapore
Wee Suan Goh, Ministry of Education, Singapore

In the Question-Answer Relationship (QAR) strategy, students learn that some answers to comprehension questions are "Right There" in the text, while others require them to "Think and Search" as the answers are "in their head". For the latter, students often face challenges that are related to their inability to activate pertinent prior knowledge, which may relate to not just language and contextual knowledge but also writer's craft. As such, students perform better at reading comprehension when they appreciate why writers present their ideas in a certain way. In the case of narrative writing, students are better prepared to answer inference questions when they appreciate how techniques such as "show-not-tell" work. For non-narrative writing, they gain more confidence in responding to questions about a text when they are familiar with the moves writers make. This observation is supported by a preliminary study involving two classes of middle school and pre-university students who were taught writing techniques as part of their lessons on inference reading skills. Findings from the study suggest that explicit teaching of writing techniques has an impact on students' response to inference questions.

PARALLEL SPEAKER 115**Wednesday, 15 March, 2023
13:30 PM – 14:00 PM
(Room 603)****STUDENTS' EXPERIENCES OF EMI AT THE POSTGRADUATE LEVEL: CHALLENGES AND SUSTAINABLE SUPPORT FOR SUCCESS**Yuwei Wan, Hong Kong Baptist University, Hong Kong, China
Benjamin Moorhouse, Hong Kong Baptist University, Hong Kong, China

As the world opens up after the COVID-19 pandemic, Mainland Chinese students are again exploring overseas destinations (including Hong Kong) for postgraduate studies. However, once they are overseas, they may experience English Medium Instruction (EMI) for the first time. While it is known that students can often struggle in an EMI environment, the kinds of challenges faced by postgraduate students, and the support they receive, or need are not fully understood. By adopting a two-stage qualitative-dominant sequential mixed-method approach, this study explores the experiences and perceptions of 80 full-time postgraduate students from mainland China studying in a one-year full-time Master of Education programme at a Hong Kong university after their first semester. Data was collected through an online survey and in-depth interviews. The analysis of data offers a holistic understanding of the students' challenges, needs and struggles, as well as their beliefs, attitude, and motivation in such context. Several sustainable support strategies are proposed to assist such students in adjusting and succeeding in the EMI context at the postgraduate level. Drawing on a unique local perspective of Hong Kong, the study will shed light on EMI contexts globally, providing practical implications for future EMI teachers and policymakers in course design and classroom instruction in the COVID-19 endemic world.

PARALLEL SPEAKER 116**CANCELLED****Wednesday, 15 March, 2023
13:30 PM – 14:00 PM
(Room 604)****ELINET – EDUCATION, LANGUAGE AND INTERNATIONALISATION NETWORK**Nicola Galloway, University of Glasgow, United Kingdom
Michael Budzenski, University of Glasgow, United Kingdom
Nurmala Elmin Simbolon, University of Glasgow, United Kingdom

ELINET is a cutting-edge online global network of researchers, practitioners, students, policymakers, materials writers and curriculum developers exploring Education, Language and Internationalisation. Led by Nicola Galloway at The University of Glasgow, it was established after a British Council funded study revealed the need for increased collaboration. It aims to encourage networking and information exchange between students, researchers and practitioners, as well as form research partnerships in the growing fields of Global Englishes and English Medium Instruction (EMI) and related fields in the wider areas of education, language

and internationalisation. In this presentation, we present the network, which includes regularly uploaded teaching resources, webinars, blog/podcast/video interviews with teachers and researchers, video abstracts of key research papers, dissertations/theses, funding calls, conferences and events links and reading lists relevant to Education, Language and Internationalisation. Our team conducts research on Education, Language and Internationalisation and we will present some of the work being conducted by network members, picking out some key projects that are relevant to the conference theme. One of the aims of this network is to provide a forum for research exchange and to foster collaborative projects and we will explore ways in which the network can be used to foster research in the conference theme sub-strands. We will also showcase our Indonesia pages, showcasing some of the work being undertaken within the network focusing on the Indonesian context.

PARALLEL SPEAKER 117

**Wednesday, 15 March, 2023
13:30 PM – 14:00 PM
(Room 605)**

EFL LEARNERS PRACTICING DIGITAL STORYTELLING TO ACHIEVE MULTIMODAL MEANING-MAKING IN IDENTITY EXPRESSION

Sy-Ying Lee, National Taiwan University of Science and Technology, Taiwan
Tan Sang Nguyen, National Taiwan University of Science and Technology, Taiwan

Digital storytelling (DST), as a crucial multiliteracies practice in EFL classrooms, integrates conventional reading and writing practices with new literacies involving digital technology and social media. Therefore, DST turns the single modal, print-based, decontextualized learning into socially situated practices for language learners. Using multimodal semiotic resources, Taiwanese high school students created “identity talks” (Norton, 2013) in which they expressed and negotiated their “selves” from their lived experiences. Data collected for this 8-week DST project included students’ story videos, written drafts, reflective notes, and semi-structured interviews. The story videos were analyzed following Hafner’s (2015) multimodal remixing framework guided by Systemic Functional Linguistics (Halliday, 1978) while qualitative analyses were conducted for drafts, reflections, and interview data. Attested by the findings, the DST project enhanced students’ reflexive process of their identity development through orchestrating resources pertaining to language use, story structure, and visual/audio effects that unitedly empowered their storytelling. These digital stories in turn enticed empathic, relatable, and emotional responses from their peers during the showcase, which is a manifestation of the worldview expanded through this project. This study, conceivably, has provided both research and theoretical implications to the field of multiliteracies pedagogy in EFL contexts.

ONLINE PARALLEL SESSIONS

ONLINE PARALLEL SPEAKER OP33

**Wednesday, 15 March, 2023
13:30 PM – 14:00 PM
(Makerspace)**

A COMPUTER-BASED WORKING MEMORY MEASUREMENT FOR JAPANESE JUNIOR HIGH SCHOOL EFL STUDENTS

Yasuyuki Sakuma, Fukushima University, Japan
Shuichi Takaki, Fukushima University, Japan
Masamichi Yuzawa, Hiroshima University, Japan
Satoru Saito, Kyoto University, Japan

Working memory (WM) is a set of temporary storage functions that underpin our capacity for learning, thought, and action. Notably, it plays critical roles in not only acquiring one’s first language (L1) but also learning second languages (L2) including English as a foreign language (EFL). Functioning of WM develops extensively during childhood while exhibiting large variabilities among children in the same cohort. Recent studies indicate the importance of linguistic experiences, leading to improved verbal WM functioning in the target languages. It is particularly crucial to precisely capture influences of exposure to foreign languages on WM in order to understand the interplay between WM and language learning. We have developed a computer-based WM measurement program for the comparative assessment of WM in L1 (Japanese) and EFL. This study investigated the WM features of Japanese junior high school students who had studied English as an activity for two years and then as a subject for two years at elementary school, by administering four tests (word span test, forward- and backward- digit span tests, and listening span test) in this computer-

based program. The data provide a basis for discussions on WM mechanism among EFL learners as well as for a diagnostic assessment.

ONLINE PARALLEL SPEAKER OP34

**Wednesday, 15 March, 2023
13:30 PM – 14:00 PM
(Learning Space)**

ANALYSIS OF WRITING DESCRIPTORS IN HIGH SCHOOL TEXTBOOK TEACHER'S MANUALS

Sayako Maswana, Tokyo University of Science, Japan
Hiroshi Yamada, Takachiho University, Japan

The aim of this study is to understand the writing descriptors used for high school students in Japan to propose English for General Academic Purposes (EGAP) writing descriptors that consider the context of high school English education. Studies on the current writing descriptors for middle schoolers are scarce in Japan, primarily because the revised Course of Study Guidelines were implemented in 2022. We made a corpus of teacher's manuals from 20 authorized English-language textbooks used for the high school mandatory course English Communication 1. We extracted high-frequency words and their co-occurrence network using software called KH Coder and manually analyzed the texts based on the text-mining results and references to the writing criteria. The descriptors comprised five broad categories: expressing own opinions, English grammar, communication abilities, connection to other skills, and specific topics. Further, the concept of genre was not explicitly observed, but specific genres such as formal emails and posters were found. Based on the findings, we propose EGAP descriptors including more systematic presentations of related genre knowledge and discourse-appropriate vocabulary use.

ONLINE PARALLEL SPEAKER OP35

**Wednesday, 15 March, 2023
13:30 PM – 14:00 PM
(Room 810)**

INVESTIGATING JAPANESE PRESERVICE TEACHERS' EXPERIENCES, PERCEPTIONS, AND METHODOLOGIES OF CRITICAL THINKING

Yuya Yamamoto, The State University of New York at Buffalo, United States
Akiko Takagi, Aoyama University, Japan

Despite the widely recognized significance of critical thinking (CT) skills in English Language Teaching (ELT), ways of incorporating CT into English classes have not been thoroughly discussed. In particular, while several studies have attempted to incorporate CT into ELT in different regional contexts, little research has been done on the extent to which CT is fostered in ELT at various institutional levels in Japan. Therefore, this exploratory case study examined the experiences of and perceptions held by preservice Japanese teachers of English regarding CT and the pedagogies obtained in teacher training programs. Collected from a questionnaire and focus group, the data were analyzed using descriptive statistics for the questionnaire and reflexive thematic analysis for the focus group. The results identified the importance of teachers' support to foster Japanese students' CT skills. Moreover, the results illustrated the need for both an explicit instruction in CT pedagogies during teacher training and implicit study in CT through university classes. To meet the need, this study proposes CT microteaching in teacher preparation programs as one possible solution. The findings can add to our understanding of the current Japanese situation of teaching CT and shed light on the implications of applying to other contexts.

ONLINE PARALLEL SPEAKER OP36

**Wednesday, 15 March, 2023
13:30 PM – 14:00 PM
(Room 616)**

HOW CAN WE MINIMIZE RATER BIAS?

Peter Davidson, Zayed University, United Arab Emirates

Recently in assessment there has been a move towards the use of authentic, integrated skills assessments, with a greater emphasis on task and performance-based assessments that include writing and speaking. One of the criticisms often directed towards this type of assessment is that, because of the greater emphasis on subjective human raters, the reliability of the assessment could be compromised by rater bias. In this presentation we will examine the different types of bias rating behavior that raters can exhibit, including: leniency bias; harshness bias; central tendency bias; halo effect bias; horns effect bias; contrast effect bias; first impression bias; recency bias: similar-to-me bias; and dissimilar-to-me bias. Participants will have the

opportunity to reflect on the types of rater bias that they may be influenced by when they mark their students' written or spoken assessments. We will look at the causes of rater bias (Eckes, 2012), such as not complying with the rating criteria, the subjective interpretation of the rating criteria, biased use of rating criteria, disagreement with content, or offensive content. We will then move on to discuss the importance of consistency and reliability when marking writing and speaking, and we will explore how FACETS (Many-Faceted Rasch Measurement) (Linacre, 2017) can be used to identify rater inconsistency, and the extent to which a rater rates too harshly or too leniently. We will then consider how we can reduce rater bias in order to improve the reliability of our human-rated assessments. In the final part of the presentation, we will briefly explore the potential use of automated essay scoring as a means of reducing rater bias.

PARALLEL SESSIONS

PARALLEL SPEAKER 118

**Wednesday, 15 March, 2023
14:10 PM – 14:40 PM
(Auditorium)**

EFFECTIVE EXPLANATIONS IN ENGLISH LANGUAGE TEACHING

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

In this paper, I highlight multilingual pupils' struggles (Hintz & Tyson, 2015) in the process of learning English. Their efforts are shown in an analysis of 24 English language lessons in P1, P3, and P5 classes at Singaporean primary schools. I also show how teachers respond to the pupils' confusions and moments of disequilibrium in the lessons. At all levels, pupils feel that the time allocated for activities is insufficient. The main areas of struggle in lower primary are largely to do with learning the academic variety of English, specifically, the 'conversion' of pupils' spoken everyday English into the technical variety prized by schools and with connecting their own experiences of life to the imaginary worlds of books in school reading. At upper primary, pupils struggle with the rules of grammar. Through illustrative examples, I deconstruct the teacher's responses to pupils, revealing the most effective to be when teachers explain and press (Kazemi & Stipek, 2001). Although some explanations are more effective than others, high-pressure environments prompt learning, and more importantly, awareness of learning. From the examples, I develop criteria for the construction of effective explanations in high-pressure environments which may be used to improve our practice and pupils' learning.

PARALLEL SPEAKER 119

**Wednesday, 15 March, 2023
14:10 PM – 14:40 PM
(Rooms 506-508)**

EFL LEARNER PERCEPTION AND INTERACTION WITH CHATBOT IN LANGUAGE LEARNING

Si Hua Chen, National Taiwan Normal University, Taiwan

Engaging EFL learners in an authentic foreign language communication context is always difficult. Regarding the issue, computer-mediated communication (CMC) has been providing solutions. Within CMC studies, chatbots have been showing growing popularity in recent years. Although studies have found them to have the potential to provide an interactive and authentic language environment, investigations in the secondary school context are scarce. As learner perception can be a determining factor in the success of CALL activities, this study investigates secondary school EFL learner perception of the two chatbots, Kuki and Stanford Chirpy Cardinal. The methods used were learner perception questionnaires and semi-structured interviews. Moreover, from the interactionist perspective, the negotiation of meaning routines is believed to promote L2 development. Therefore, the chat logs were analyzed based on Smith's (2003) expanded model of negotiation of meaning. The findings show that both chatbots are acceptable to the learners; there were no significant differences in the data of the perception questionnaires between the two. Furthermore, the negotiation of meaning routines of the two chatbots is similar to the frequency found in human-to-human CMC studies. This study may be a reference for secondary school teachers when selecting English communication learning tools for students.

PARALLEL SPEAKER 120

**Wednesday, 15 March, 2023
14:10 PM – 14:40 PM
(Tanglin Room 1)**

CONVERGING, DIVERGING, COLLABORATING: STRUCTURING CROSS-SCHOOL LEARNING VIA ZOOM

Shoo Soon Wee, Ministry of Education, Singapore
Liang-may Jasmine Kum, Ministry of Education, Singapore
Salama Ishak, Ministry of Education, Singapore

Zoom became an indispensable tool for teaching and learning during the Covid-19 pandemic, especially during the "circuit breaker" period when in-person learning was suspended. As schools reopened and classroom-based learning resumed, learning through Zoom seemed to have become less compelling. Against this backdrop, this presentation shares how three teachers, who started a series of Zoom-based lessons involving students from three schools during the height of the pandemic, reviewed and revised their approach as they came together to design a set of learning activities to enable students to learn collaboratively using online tools in the post-pandemic setting. It highlights the importance of using talk moves to facilitate dialogic teaching and learning on Zoom, and the value of leveraging technology to consolidate learning. This presentation will share the approach adopted to structuring the learning experience in order to achieve convergence, divergence and collaboration in the learning of General Paper using technology, and show how there is still value in enabling collaborative learning using Zoom in the current context.

PARALLEL SPEAKER 121

**Wednesday, 15 March, 2023
14:10 PM – 14:40 PM
(Tanglin Room 2)**

IMPROVING ENGLISH PRONUNCIATION OF CHINESE STUDENTS OF ENGLISH VIA THE PRAAT PROGRAM

Stephen He Jialiang, The University of Sydney, Australia

The last few decades have witnessed a growing interest in computer assisted pronunciation training (CAPT) applications and their widespread availability in the market. The current dissertation employs mixed methods research design to investigate the effectiveness of the Praat Program to improve eighteen Chinese English as a foreign language (EFL) university students' English pronunciation. The results of four quantitative pronunciation tests (two pretests and two posttests) indicated that the Praat Program may help to improve Chinese EFL university students' English pronunciation at a significant level ($p < 0.05$), possibly due to the unlimited listening input, pronunciation practice opportunities, and pitch contours provided by the Praat Program. This dissertation also investigates their perceptions of the Praat Program. All the research participants received a quantitative questionnaire, and six participants were invited to take part in an individual semi-structured interview. The results of the quantitative questionnaire and the qualitative individual semi-structured interviews revealed the participants' positive perceptions of the Praat Program. They agreed with the usefulness of the Praat Program's listening input, opportunities for output, and the pitch contour feedback. In addition, they argued that introvert EFL learners may benefit more from the Praat Program than extrovert learners. This dissertation also presents some theoretical, methodological, and pedagogical implications, as well as the recommendations for further research.

PARALLEL SPEAKER 122

**Wednesday, 15 March, 2023
14:10 PM – 14:40 PM
(Room 501)**

EFL STUDENTS' VIEWS ON THE EFFECTIVENESS OF CMC IN PRACTICING GROUP DISCUSSIONS

Yusa Koizumi, Meiji Gakuin University, Japan
Takako Moroi, Bunkyo Gakuin University, Japan

The present study investigates EFL students' views on the effectiveness of computer-mediated communication (CMC) in practicing group discussions. Three classes of first-year university students in Japan participated in the study. They were enrolled in a four-term course aiming to develop communication skills. Each term, they took a discussion test, in which they discussed pre-selected questions in small groups and were assessed for the use of target functions. Before the discussion test, students had a practice session, and each term, the three classes practiced in one of three modes: text chat, video exchange on Flipgrid, and face-to-face. After the test, students reported their thoughts on the practice session in a

questionnaire survey. The survey revealed that the majority found face-to-face practice the most effective. Many found text chat and Flipgrid less helpful because these modes did not allow them to practice eye contact or timely responses to other students. However, students were aware of an essential advantage of CMC, namely, supporting delayed-time interaction. This feature enabled them to repeatedly read or listen to others' comments to secure their understanding and come up with questions. It also helped them review their own performances and improve them for the test.

PARALLEL SPEAKER 123

**Wednesday, 15 March, 2023
14:10 PM – 14:40 PM
(Room 502)**

IN-CLASS ACTIVITIES IN A JAPANESE-TO-ENGLISH TRANSLATION COURSE DURING THE PANDEMIC

Shoji Miyanaga, Kindai University, Japan

The COVID-19 pandemic has added to the concerns that language teachers feel about their in-class activities, and since its beginning language teachers have been faced with the redefinition of classroom. To design a course, teachers need to think about which teaching context will be more viable and effective for their teaching, face-to-face, real-time online, a hybrid of them, or on-demand. The translation course reported in this paper, a genre-based Japanese-to-English translation course for university undergraduate students in Japan, has been taught in a real-life classroom while social distancing between students has been maintained for prevention of infection since September 2020, nine months after the first outbreak of COVID-19, when online and on-demand contexts were the mainstream in universities in Japan. This paper discusses its in-class activities, including peer review which was easy to do in a pre-pandemic face-to-face classroom, that use online tools so as to encourage students to participate in the activities in the difficult situation.

PARALLEL SPEAKER 124

**Wednesday, 15 March, 2023
14:10 PM – 14:40 PM
(Room 503)**

INSIDER AND OUTSIDER: A NARRATIVE INVESTIGATION OF AN EMI INTERNATIONAL STUDENT IN JAPAN

Siyan Dang, Waseda University, Japan

This study examines the fluid identity of a Taiwanese student Luke (pseudonym), studying in Japan's English-medium Instruction program where candidates are not required to possess Japanese ability. But the narrative data demonstrate that it is problematic in a non-English speaking environment as students may suffer from lacking knowledge of the local language. In Luke's case, Luke's inclusion and exclusion towards the community result in his constantly fluid identity shifting between insider and outsider positions. The research adopted a narrative study through semi-structured interviews. Transcribed data were inserted into MAXQDA2022, coded and thematized within the theoretical framework of ideology, capital and identity in Darwin and Norton (2015). In Japan, English is considered a form of linguistic capital, the accumulation of which can be converted to other capitals, according to Bourdieu (1986). However, the conversion terminated in EMI settings. The reasons are as follows. First, Luke's membership as an international student in Japan was reified through admission to graduate school, but he was not fully accepted as a member of the Japanese-speaking community due to his low Japanese proficiency. Second, his identity is deeply rooted in his lived experience of learning in western countries. The identity conflicts he experienced could be attributed to professors' different understandings of learners' competence. Third, the transfer of his linguistic capital to other capitals is impeded within the context of the language ideology where Japanese is prioritized. The failure of converting linguistic capital to other capitals challenges the English-only ideology in EMI programs that prioritize English to the extent of potentially misleading internationally mobile students into thinking that English alone would suffice.

PARALLEL SPEAKER 125

**Wednesday, 15 March, 2023
14:10 PM – 14:40 PM
(Room 504)**

EFFECTS OF STRUCTURE, SALIENCE, AND WORKING MEMORY ON L2 PROCESSING BY L1 THAI LEARNERS

Supakit Thiamtawan, Graduate School, Chulalongkorn University, Thailand

This study investigated effects of working memory (WM), structure, and salience on L1 Thai learners' processing of English relative clauses (RCs) (e.g., the people who were invited) and participial reduced relative clauses (PRRCs) (e.g., the people invited). The three factors were hypothesized to influence how the learners processed the structures containing two irregular past participial forms with different salience degrees. The salience concerned phonological alterations from the past tense forms: vowel change plus syllabic morpheme addition (e.g., ate-eaten) and vowel change plus n-affixation (e.g., blew-blown). A reading span task and a self-paced reading task were administered to 70 advanced L1 Thai learners. The former task divided the learners by WM level into higher (N= 33) and lower (N = 37) groups while the latter examined their processing of the two participial forms. The findings partially confirmed the hypothesis. The two participant groups demonstrated significant differences in online, but not in offline processing. The results indicated that WM differences affected L2 processing, and different task types could modulate WM effects (Hopp, 2015). Regarding structure, the subjects spent significantly different reading times for RCs and PRRCs. The strong structure effects resulted from differences between the constructions: word number and structural ambiguity level (Carroll, 2008). In contrast, salience created weaker impact probably because the irregulars were close in syllabic number and common in conveying passive meaning. The research contributed to L2 processing studies by substantiating the influence of WM capacity and structure, rather than salience, on L2 processing.

PARALLEL SPEAKER 126

**Wednesday, 15 March, 2023
14:10 PM – 14:40 PM
(Room 601)**

ENHANCING LEARNERS' INTERCULTURAL COMMUNICATIVE COMPETENCE IN JAPAN: EXAMINING ITS EFFECTS USING RFCDC

Yukako Hatakeyama, Ochanomizu University, Japan

This presentation reports an attempt to enhance Japanese learners' intercultural communicative competence (ICC) through an undergraduate English class in 2022. In the first half of the semester, the students read essays on an American writer's experience living in Japan and exchanged ideas. In the second half, they read and discussed several chapters of a book on propaganda, gave group presentations, and had discussions. Its effectiveness was examined by the questionnaire survey conducted after the first and last lessons based on the Reference Framework of Competences for Democratic Culture (RFCDC) by the Council of Europe (2018), since ICC, the foundation for "intercultural citizenship" (Byram, 2021, P.4) is incorporated in it. The 21 participants responded to pre- and post-surveys and gave content to using their responses for research. Their answers to the multiple-choice questions were analyzed using SPSS 27, and their comments were analyzed using KH-Coder. Significant improvement was found in some descriptors in the competence areas of "attitudes," "skills," and "knowledge and critical understanding." The participants' comments revealed that the activities of sharing opinions in groups, practicing discussion skills, including how to disagree politely, lessons on propaganda, and group work for group presentations have contributed to the improvement.

PARALLEL SPEAKER 127

**Wednesday, 15 March, 2023
14:10 PM – 14:40 PM
(Room 602)**

PROFESSIONAL DEVELOPMENT FOR ESL TEACHERS IN REMEDIAL INSTRUCTION: CALL FOR LEVERAGING ON POST-TRAINING PROFESSIONAL SUPPORT

Sharmini Siva Vikaraman, English Language Teaching Centre, Malaysia
Sheila Adelina Ramasamy, English Language Teaching Centre, Malaysia

Recognising the importance of supporting learners who have lagged in their studies and faced learning loss during the pandemic, Remedial Instruction (RI) was emphasised in Malaysian primary schools. This study explores the impact of a teacher's professional development on remedial instruction in the English Language

Classroom in terms of the post-training professional support given to teachers involved. Specifically, it aims to investigate teachers' experience in the implementation of the remedial intervention and the post-training support required. 70 ESL Year 4 teachers participated in the study. Data was collected through surveys, lesson observations, and a portfolio of remedial instruction documents. Data were analysed qualitatively using a thematic deductive approach. The findings of this study reveal that remedial instruction was implemented in the EL classrooms, but the teachers had challenges to cater to the needs of the students. Teachers required support in conducting the diagnostic assessment in determining the proficiency level of the students. Teachers were challenged to integrate the RI interventions in their mainstream classrooms and to manage mixed abilities simultaneously. The activities from the toolkit were not well utilised. Hence, the findings strongly support the need for post-training professional support for teachers and propose an eight-step post-training support model called the PoTProS (Post Training Professional Support) model. The PoTProS model will be utilised extensively in upcoming training programs as there is sufficient evidence recommending the need for professional support to be given after a training program.

PARALLEL SPEAKER 128

**Wednesday, 15 March, 2023
14:10 PM – 14:40 PM
(Room 603)**

A COMPARISON OF QUILLBOT AND GRAMMARLY ON CORRECTIVE FEEDBACK

Ziyon Chiou, National Taiwan Normal University, Taiwan

Automated correcting tools have advanced to a point where they can significantly benefit teachers and students in their instruction and learning of English writing. Grammarly and QuillBot are two of the most renowned and frequently used grammar checkers on the market. However, little is known about their strengths and weaknesses, how they can help users, and any precautions that should be taken when employing them. Thus, this study aims to compare the effectiveness of QuillBot and Grammarly with human evaluators in detecting grammatical errors of TOEFL writing samples in terms of three error categories, forms, meaning, and uses. The result showed a difference when comparing all three Grammarly's error categories. However, it was the form that caused the difference in QuillBot, and the meaning for human evaluation. The findings suggested that English instructors and learners may use Grammarly and QuillBot as valuable references for pronoun usage, word choice, and sentence construction.

PARALLEL SPEAKER 129

**Wednesday, 15 March, 2023
14:10 PM – 14:40 PM
(Room 604)**

EFFECTS OF A PROCESS-GENRE APPROACH ON L2 WRITERS' METACOGNITIVE STRATEGY USE IN ARGUMENTATIVE WRITING

Yu Huang, Wuhan University, China
Lawrence Zhang Jun, University of Auckland, New Zealand

This presentation reports on a mixed-methods study that examined changes in L2 writers' perceived metacognitive strategy use after receiving process-genre writing instruction. Participants were 72 Chinese university students from two intact College English classes, with an experimental group (n=40) taught by the process-genre writing approach and a comparison group (n=32) receiving conventional writing instruction. A Likert-scale questionnaire was conducted in the pre-, post-, and delayed posts. Think-aloud protocols were also used to gain an in-depth understanding of how metacognitive strategies used applied during the writing process. Findings revealed that the process-genre instruction had a significantly positive impact on the "considering the audience" factor, and students' conception of the audience was clearer and more diversified. The think-aloud protocols analysis also suggested an enhanced use of the planning strategy. Students in the experimental group devoted more pre-task planning time after the intervention, focusing on both global and local aspects. Their metacognitive monitoring also shifted from surface-level lexical and grammar regulation to discourse-level text control. This presentation concludes with pedagogical implications and suggestions for future research.

ONLINE PARALLEL SESSIONS

ONLINE PARALLEL SPEAKER OP37

**Wednesday, 15 March, 2023
14:10 PM – 14:40 PM
(Makerspace)**

SCAFFOLDED PEER FEEDBACK AND SECOND LANGUAGE WRITING PROFICIENCY: IMPLICATIONS FOR INCLUSIVE ESL TEACHING PRACTICE

Carlo Casinto, Bahrain Polytechnic, Bahrain

Although studies on peer feedback have identified several advantages for second language writing classes, the benefits of peer feedback to weak students have not been thoroughly investigated. The purpose of this current study is to determine how weak second language students of English can improve their writing by giving and receiving peer feedback. Utilizing mixed methods, data collection and analyses were primarily conducted through Posttest-Only Control Group Design and focus group discussion (FGD). There were twenty university-student participants randomly selected from two writing mixed-proficiency level classes. Framed under Vygotsky's sociocultural theory, an analysis in the gains of writing ability measured from formative and summative writing samples indicated that the weak students, specifically in the experimental group, made more significant gains in their own writing over the course of the semester than the strong students in both groups. Even though the results generally showed no significant difference, except for higher avoidance efficiency rate between experimental and control groups and among the strong students in both groups, a significant difference of 0.032 ($p=0.05$) was observed between the weak students in both groups. This leads to the conclusion that weak students benefit from scaffolded peer feedback.

ONLINE PARALLEL SPEAKER OP38

**Wednesday, 15 March, 2023
14:10 PM – 14:40 PM
(Learning Space)**

EARLY EXAMINER AND TEST-TAKER PERCEPTIONS OF A HIGH-STAKES SPEAKING ASSESSMENT CONDUCTED ONLINE

Reza Tasviri, IDP, Singapore

Although online delivery became the principal mode of test administration during the pandemic (Chapelle 2020), it was an emergency response to an urgent need. Providing securely delivered and longer-term assessment capabilities in the post-pandemic high-stakes domain is now required. The newly-developed test delivery platform for IELTS Online (IOL) promotes accessibility for candidates previously reliant on attending test centres. Maintaining fairness is central to this migration online, and collecting the views of key stakeholders is necessary (Chaloub-Deville & O'Sullivan 2020) to help refine the forward-looking IELTS assessment model. Moving an existing test online presents different challenges to developing a new online test, and the use of validity evidence to support decisions must be part of an ongoing and transparent process (Isbell & Kremmel 2020). The IOL Listening/Reading/Writing test is essentially the same as the current computer-delivered (CD) test, and the same applies to the existing Videocall Speaking (VCS) and the new IOL Speaking test. Although previous validation studies provide a solid research basis, new research is currently underway to investigate the features of IOL which are different from in-centre IELTS and the potential impact of these differences. This presentation shares preliminary findings from initial validation studies of the IOL Speaking test. We report early test-taker perceptions of the at-home test environment and bespoke remote proctoring platform and examiner insights into conducting a high-stakes Speaking test remotely, collected through a post-test survey and follow-up interviews. This is part of an extensive ongoing research process as implementation of IOL is gradual due to the high-stakes nature of the test.

ONLINE PARALLEL SPEAKER OP39

**Wednesday, 15 March, 2023
14:10 PM – 14:40 PM
(Room 810)**

SELF-EFFICACY PERCEPTIONS OF STUDENTS ATTENDING AN ENGLISH-MAJOR DEPARTMENT FOLLOWING THE PANDEMIC PERIOD

Duygu Ispinar Akcayoglu, Adana Alparslan Turkes Science and Technology University, Turkey

This study aims to explore translation and interpreting department students' motivation to choose an English-major program as a career path and find out factors affecting their self-efficacy perceptions. Data were collected through focus group interviews, and the participants were 20 students enrolled in the Department of Translation and Interpreting. The participants were asked questions concerning how their self-efficacy in foreign language learning changed as they received courses online and face-to-face. Responses provided valuable information regarding their career journey as well as how their motivation and self-efficacy beliefs in studying English as a foreign language were affected after enrolling in the department. Data obtained from the interviews were analyzed using content analysis methods. Results indicated that teachers' and peers' constructive feedback and encouragement affected self-efficacy positively, but a decrease was found in the perceived self-efficacy towards foreign language learning in terms of some aspects. Self-efficacy beliefs were found to be affected by factors such as expectations from the course and the profession, perceived stress related to courses and the profession, and feedback provided from peers and teachers.

ONLINE PARALLEL SPEAKER OP40

**Wednesday, 15 March, 2023
14:10 PM – 14:40 PM
(Room 616)**

FORMATIVE ASSESSMENT IN THE PRIMARY ENGLISH LANGUAGE CLASSROOM: SINGAPORE TEACHERS' USE OF FEEDBACK AND DECISION-MAKING

Fatema Anis Hussain, National Institute of Education, Nanyang Technological University, Singapore

Teachers as "active, thinking decision-makers" (Borg, 2006, p. 1) employ feedback to formatively assess student learning. Based on a Singapore study involving a teacher-researcher collaborative intervention (2018), this article elucidates two Primary 5 English Language teachers' uptake of student feedback, which feeds into their in class and pre-lesson pedagogical decision-making (Shulman, 1987). Transcripts from audio-recorded post-lesson interviews, semi-structured interviews and collaborative sessions with teachers were inductively analysed. Lesson videos from classroom observations also provided insights into teachers' pedagogical reasoning. Both teachers did not necessarily see students as active agents of classroom feedback but they interpreted evidence - both explicit and implicit - from student work and verbal interactions, which informed student learning and their own instruction. The findings elucidate how teachers in Singapore's examination-driven and time-starved classrooms (Loh, 2013) push beyond summative assessment goals to surface students' understanding and inform their learning. Key implications for policy and practice are discussed.

INVITED SPEAKERS

INVITED SPEAKER 13

**Wednesday, 15 March, 2023
14:50 PM – 15:40 PM
(Auditorium)**

FUTURE-PROOFING PRE-SERVICE ENGLISH LANGUAGE TEACHER EDUCATION

Carolyn Blume (Goethe Institut), Technical University Dortmund, Germany

While the emergence of COVID-19 abruptly altered many of the formats of English language teacher preparation, the content of this preparation remains largely unchanged even as we enter an era of endemicity. On the one hand, this continuity ensures that the focus on preparing teachers reflects long-standing research regarding effective English language teaching and principles of language teacher education. On the other hand, these future teachers are about to enter schools currently experiencing radical change. In addition to developing competence regarding the fundamental practices of English language teaching, these educators need to be equipped with contemporary digital literacies that foster the use of digital tools and the integration of digital cultures. This talk will examine how emerging educational and leisure technologies can optimize practices of effective English language teaching and learning before describing exemplary initiatives in teacher education that are designed to equip pre-service teachers with the requisite literacies needed to recognize the affordances of digitally-mediated activities, and to utilize them effectively in English language learning classrooms.

INVITED SPEAKER 14

**Wednesday, 15 March, 2023
14:50 PM – 15:40 PM
(Rooms 506-508)**

PLAYING THE PUBLICATION GAME: REVISITING THE RESEARCH TRENDS IN THAI SCOPUS JOURNALS

Supakorn Phoocharoensil, Language Institute Thammasat University, Thailand

Becoming successful in world-class database, e.g., Scopus, publication proves to be a daunting challenge for early-career researchers in English Language Teaching (ELT) and Applied Linguistics (AL). Scopus now plays a key role in ensuring the quality of journals, reflecting the reputation of world universities according to well-known rankings, e.g., The QS World University Rankings, The Times Higher Education World University Rankings, etc. Due to the fact that publishing is part of the game of survival, young researchers, e.g., graduate students and university lecturers, should know and play by the rules of the publication game. Awareness of the research trends in Scopus can facilitate novice researchers in making their right decisions on the topics and methodology that are gaining popularity, thus increasing opportunity to have their works accepted by Scopus journals. In this Plenary talk, I will present the current trends in ELT/AL publications based on three Thai Scopus journals, i.e., PASAA, LEARN, and rEFlections, published during 2019-2021, focusing on the identification of research methods, research topics, participants, and authors' affiliations.

PANEL DISCUSSION 3

**Wednesday, 15 March, 2023
15:50 PM – 16:30 PM
(Auditorium)**

PANEL TOPIC: CHANGING PERSPECTIVES ON LANGUAGE TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

Panellists: Benjamin Moorhouse; Caroline Ho; Carolyn Blume & Kevin Wong
Moderator: Alvin Pang

CONFERENCE ROUND UP

**Wednesday, 15 March, 2023
16:30 PM - 16:40 PM
(Auditorium)**