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Note

This E-book is designed to supplement the Programme Book. It provides abstracts and authors’ bio statements for all the concurrent presentations. The materials are organized in the alphabetical order of the authors’ names, the same as the order of the author index in the print Conference Programme Book. While efforts have been made to eliminate possible errors, some unidentified errors may still remain due to technical problems with the proposal databases and the limited time available to the editors. In case you would like to correct any errors or update your information, you can email us at: asiatefl2015@126.com. Thank you very much for your understanding and cooperation. Have a great conference!

Haixiao Wang
Chair, Organizing Committee
13th Asia TEFL International Conference
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**Self Assessment: The Effect on Learner's Independence and Writing Competency**

A.A.I.N Marhaeni

Self assessment as one of authentic assessments has been flourishingly implemented in EFL teaching pedagogy as to give more opportunity to the students to reflect on their own learning and progress. In the present study, two groups of junior secondary school learners were investigated in their learning of English in order to find out the effect of it towards their independence and writing competency of three genre texts, short functional (making an invitation card), procedure (how to make a simple food), and descriptive (my favorite idol). The research used a post-test only control design in which one group was given an experimental treatment using self assessment, while the other received a conventional assessment utilizing teacher judgement. The instruments used were of two types, questionnaire of learner's independence and writing competency test which underwent validity and reliability testings beforehand. The data were analyzed using a one-way MANOVA with a significant value of 0.05 to examine the partial and simultaneous significant effect of self assessment to both dependent variables. The results indicated that self assessment had a significant effect on the learner's independence and writing competency and thus, self assessment also had a simultaneously significant effect to learner's independence and writing competency.

**A.A.I.N Marhaeni** is a senior lecturer and professor in research methodology and education evaluation. She achieved her Master's Degree majoring in Early and Middle Childhood Education in the Ohio State University in 1996 and Doctoral Degree in Research Methodology and Education Evaluation in Jakarta State University in 2005. Her research interests are on educational researches and evaluation.

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**PBI UMY Students' Strategies to Improve Critical Reading**

Abdul Ghazali

In fact, based on researcher's experience, students of English Education Department (PBI) Universitas Muhammadiyah Yogyakarta (UMY) have various score in reading class. This indicates the variety of students' ability in reading. Therefore, students also probably have different strategies to improve their ability. The critical reading term refers to students' activities in reading which include analyzing, reflecting, and evaluating texts. These three terms were derived from three highest levels of revised Bloom's Taxonomy. This ongoing study will explore the strategies used by students in PBI UMY to improve their critical reading. Specifically, the strategies of critical reading are consisted of the way/techniques/methods used in analyzing texts, evaluating texts, and creating perspective writing. In this ongoing descriptive qualitative study, interviews will be conducted to 8 students of PBI UMY. The results of the study will then be analyzed through coding. The results will certainly shows students' strategies to analyze, evaluate, and create perspective writing.

**Abdul Rasyid Ghazali** is currently a student of English Education Department (EED), Universitas Muhammadiyah Yogyakarta (UMY). He was born in Cilacap, October 18th 1993. During his study in
UMY, Ghazali did many activities outside the class, such as the active member and the deputy chief of English Department Students Association UMY sector Mass Media (2012-2014). He also joined Campus Muslim Students Organization, JAA (2013-2015). He also contributed and being active as committee in local and national events.

**1-PP-810-4**

**Connecting Personality Traits to Communication Skills of TESL Trainee Practitioners in Malaysia**

Abdul Rashid

A TESL teacher training program is multidimensional. The program would cover relevant content courses as well as address other issues such as that of personality traits and communication skills. The program generally would help to develop composite holistic characteristics of a teacher. This study investigates personality traits and their co-relation with communication skills among TESL trainee practitioners. The personality traits are openness, agreeableness, conscientiousness, neuroticism and extraversion while the communication skills refer to those of the interpersonal skills, verbal-linguistic skills, motivation, altruism and self-regulation. The data was collected from two groups of respondents comprising 277 TESL trainee practitioners and 48 lecturers from TESL programmes in four different teacher training institutes in Malaysia. Several co-relational hypotheses were tested using chi-square, independent t-test and ANOVA, investigating whether personality traits are associated with communication skills. Findings suggest that out of five personality traits, only openness supports the hypothesis. The other four traits are rejected at 95% confidence level. Therefore, it would be more meaningful to study the openness trait than concentrating on other personality traits. In addition, they should improve the other personality traits which are insignificant in contributing to the communication skills. Thus, it would be pertinent for teaching training programmes to profile personality and be aware of its influence on communication skills.

Abdul Rashid Abdul Sitra is pursuing his PhD in English Language at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia.

**1-PP-822-9**

**Perspectives on English Education in Japan: a Gateway to Learning Other Foreign Languages**

Ai Fujiwara

This study examines the link between the successful learning of English and later success in learning another foreign language. English is not a compulsory subject in the Japanese school system; however, many schools have adopted English as a foreign language because of its role as a Lingua Franca. In other words, most Japanese students encounter foreign language and culture through learning English, which becomes their bases for learning other languages and cultures. Although much research has been carried out about English education from the perspective of intercultural understanding, a certain viewpoint is missing: English learning is helpful to students in studying other languages. Some high schools and universities have their students take classes
of foreign languages such as Chinese, Korean, French, or German. The teachers of these languages may conduct the class assuming that students have already experienced language learning through English. The purpose of this present study is to investigate 1) what teachers of other languages expect English education to teach as basic knowledge of language learning and 2) what they think is insufficient in English education. We distributed a questionnaire, which was created in accordance with the curriculum guidelines set by the Ministry of Education (MEXT), to 15 teachers of Chinese, Korean, French, German, and Spanish, currently teaching at Japanese high schools or universities. Regarding the language elements such as grammar (including terminology), pronunciation, vocabulary and the letters of English alphabet, the teachers’ expectations of each item vary considerably depending on the language. The study found that the students’ self-directed learning (e.g. using a dictionary, repeating loudly) is commonly regarded as indispensable by language teachers and are expected to be put into practice in English classes.

Ai Fujiwara is an Associate Professor at Meisei University in Tokyo, Japan. She received the B.A. degree in Korean and the M.A. in Linguistics from Tokyo University of Foreign Studies. Previous to her current position, she was teaching both English and Korean as a university lecturer. Her areas of interest are language education, phonology, phonetics and SLA. Email: ai.fujiwara@meisei-u.ac.jp

Developing Students’ Critical Thinking in Reading Skill through Literature
Aidatul Chusna

Having the ability of critical thinking is very important for students to solve problems in their study and even their future life. By thinking critically, students will be able to learn independently as it helps them to think structurally, logically and reasonably in making decision, building argument, making analysis, drawing conclusion, and many others. Teaching students to think critically can be done in any subjects, using various tools and media. This paper describes how students develop their critical thinking in reading skill by utilizing literature materials. Any forms of literary works, as such novels, short stories, poems, plays, and films can be used to train students for thinking critically. And eventually, students’ critical thinking in exploring literary works improves students’ language skills: writing, reading, listening and also speaking. This paper focuses on students’ critical thinking in Reading skill. After students read and comprehend a short story, they are asked to analyze various aspects related to the work, for example the theme implied in the whole story, the characters described through their words, physical descriptions and actions, and many others. The process of analyzing the elements of literary works like short story will improve students’ critical thinking as they are learning to think structurally, logically and reasonably.

Aidatul Chusna has been teaching in English Department, Faculty of Humanities, Jenderal Soedirman University since 2008. She teaches English skills and Literature Subjects, as such Speaking Skills, Reading Skills, Theory of Literature, and Drama. She got her Master of Arts degree from Gadjah Mada University, majoring American Studies. In 2014, Aida presented a paper entitled ‘Transforming Hallyu Stars in Indonesian Culture: An Overview towards the Popularity of Hallyu Fanfiction’ in Hankuk University,
South Korea. On May 16, 2015, she also presented a paper entitled ‘Cyber Literature: Incorporating IT in Literary work writing’ in the 7th COTEFL international Conference, Indonesia.

**Task-based Learning and Teaching Technology in the Profession-oriented English Teaching in Kazakhstan: Multilingual Context**

Aigerim Akylbayeva

Modern Kazakhstan is a multi-ethnic and poly-confessional state developed in the conditions of multilingualism, and foreign language learning is one of the main indicators of adaptation to the new social-political and social-cultural realities.

Moreover, modern changes in the society’s social and economic life as well as the new approaches to specialists’ training demand an adequate modernization of higher education system, in particular the profession-oriented training. Such training provides professional orientation not only to the maintenance of training materials, but also the activity in forming professional skills of practical English used in various spheres of communication.

Consequently, the creation of an innovative model of higher education is apparent which combines the best traditions of Kazakhstani and world educational systems, in particular in the area of profession-oriented English language teaching.

The literature review states that acquirement of professional competencies along with the study of foreign professional culture become the main issue in the content of profession-oriented English language teaching in Kazakhstani higher education system.

In this regard, this paper attempts to create the strategic model based on Task-based learning and teaching (TBLT) technology in profession-oriented English teaching for multilingual specialties aimed at the improvement of Kazakhstani higher education system’s quality in the conditions of multilingualism.

Then, the paper tries to discuss the integration of the course of foreign language teaching methodology with vocation-related subjects in the strategic model on the basis of TBLT technology in the conditions of multilingualism.

In addition, the paper aims to examine the TBLT effect on communication skills of students in profession-oriented English language learning in the conditions of multilingualism.

Finally, the expected outcomes of the paper are connected with the development of research tools for obtaining new data on the efficiency of TBLT technology use on the basis of the strategic model and ethnographic research of students.

Aigerim Akylbayeva is MSc at Seifullin KATY, Astana, Kazakhstan
Assessment Literacy of Lecturers at a Malaysian Public University
Ain Nadzimah Abdullah

Accountability systems are important for higher education and they are often linked to the credibility of assessment literacy of lecturers. Lecturers are responsible for 'report cards' that act as benchmarks of student learning processes and outcomes. Therefore, assessment literacy of lecturers is of prior importance as institutions rely on lecturers to assess students’ content knowledge and skills. The question that arises is whether lecturers have been provided sufficient and appropriate knowledge of assessment methods or whether assessment has been left much to the idiosyncrasies of the lecturers. This study seeks to establish the level of assessment literacy among lecturers and investigate common assessment practices. The methodology involves a survey questionnaire administered to 75 lecturers from different disciplines at a Malaysian public university. Findings show the state of assessment literacy among lecturers who essentially are academics but may not have gone through assessment training to discharge an important part of their professional responsibilities in the context of teaching and learning.

Ain Nadzimah Abdullah(PhD) is an Associate Professor at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia. She researches into the area of sociolinguistics with special interests in bilingualism, language choice and language planning and policy.

Connecting Personality Traits to Communication Skills of TESL Trainee Practitioners in Malaysia
Ain Nadzimah Abdullah

A TESL teacher training program is multidimensional. The program would cover relevant content courses as well as address other issues such as that of personality traits and communication skills. The program generally would help to develop composite holistic characteristics of a teacher. This study investigates personality traits and their co-relation with communication skills among TESL trainee practitioners. The personality traits are openness, agreeableness, conscientiousness, neuroticism and extraversion while the communication skills refer to those of the interpersonal skills, verbal-linguistic skills, motivation, altruism and self-regulation. The data was collected from two groups of respondents comprising 277 TESL trainee practitioners and 48 lecturers from TESL programmes in four different teacher training institutes in Malaysia. Several co-relational hypotheses were tested using chi-square, independent t-test and ANOVA, investigating whether personality traits are associated with communication skills. Findings suggest that out of five personality traits, only openness supports the hypothesis. The other four traits are rejected at 95% confidence level. Therefore, it would be more meaningful to study the openness trait than concentrating on other personality traits. In addition, they should improve the other personality traits which are insignificant in contributing to the communication skills. Thus, it would be pertinent for teaching training programmes to profile personality and be aware of its influence on communication skills.
Ain Nadzimah Abdullah teaches at Universiti Putra Malaysia. Her research interest is primarily in language planning and policy, but has also worked on bilingualism and the issue of language choice. A long-standing focus has been the diglossic relationship between Malay and English.

Second Language (L2) Incidental Vocabulary Retention Through Reading: The Effect of Types of After-reading Vocabulary Tasks and the Spacing Intervals
Aiping Zhao

This study examined the effect of types of after-reading vocabulary tasks and spacing intervals on the retention of second language (L2) vocabulary knowledge incidentally acquired through reading. This study adopted a 2*2 between-subjects factorial design, the two factors being types of after-reading vocabulary tasks (matching v.s. fill-in-blanks) and the spacing interval between reading and after-reading vocabulary tasks (massed v.s. spaced). The participants were 90 Chinese-speaking L2 English learners in a comprehensive university in China. They read two texts and were measured their immediate vocabulary acquisition through reading on an unannounced vocabulary test. Learners then did the after-reading vocabulary tasks either immediately after the acquisition test or two weeks later depending on the experimental condition they were in. Retention of both receptive and productive vocabulary knowledge was tested three weeks after the completion of vocabulary tasks. ANCOVA results indicated that retention of both receptive and productive L2 vocabulary knowledge acquired through reading was associated with types of after-reading vocabulary tasks and initial L2 incidental vocabulary acquisition through reading but not spacing intervals between reading and vocabulary tasks. Learners who did fill-in-blanks retained significantly more words than those who did the matching task. The lack of spacing effect in incidental vocabulary retention was interpreted by referring to the search for associative theory (SAM, Raaijmakers, 2003). Pedagogical implications were also included in the paper.

Aiping Zhao is an associate professor at Shandong University and now a visiting scholar at University of Cincinnati. My research interest is second language acquisition, reading development, affective factors in language learning.

Reinforcing Intercultural Awareness Teaching in EFL Classroom Through Classifying the Types of Culture and Its Advantages
Aisyah Songbatumis

It could be argued that the part of teaching a foreign language is acquiring some familiarity with the culture associated with it. However, the knowledge of significant types of culture to be taught has been not specified yet in which frequently causes perplexity of the language teachers. Therefore, this paper investigates on the types of culture that can be taught in an EFL classroom as well as its advantages for both teachers and learners. The study captures the teachers and students’ point
A view of the types of culture and its advantages to develop intercultural awareness of language learners. Interview with teachers and students of English Education Department of Universitas Muhammadiyah Yogyakarta Indonesia are employed to collect the data in the research. The results suggest a wide range of students’ perceptions on the types of cultures taught in the classroom and advantages that they can gain. Experiences of teachers in teaching culture in EFL classroom are also explored in this paper. Finally, the paper argues that successful language learning will not be comprehended if language learning is not incorporated with culture.

The Lived Experience of Teachers in Using Music as a Motivational Tool in Language Teaching
Alicia Basibas Pinlac

Elementary public school teachers in Cavite, Philippines have been interviewed in this phenomenological study based on the Anchored Instruction Theory. The goal is to understand the lived experience of teachers in using music as a motivational tool in language teaching.

Using Van Manen’s selective highlight approach the following themes emerged. Theme 1: Children’s Responsiveness highlighted the higher degree of participation and attentiveness of pupils. Theme 2: Children are Creative focused on the positive perception of teachers towards the ability of their pupils. Theme 3: Contribution to Learning emphasized that music helps children to learn language skills. Theme 4: Appropriateness of Music conveyed that the teachers consider the age bracket and grade levels of the pupils in selecting their choice of music for classroom activity. Theme 5: Use of Technology showed that technology is now part of the classroom experience. Theme 6: Teacher’s Enjoyment highlighted the admittance of teachers that they too enjoy the use of music in their class.

Four themes emerged as to how the teacher cope with the challenges of using music. Theme 7: Teacher’s Adaptability asserted the teachers’ flexibility in all situations. Theme 8: Teacher’s Preparation is necessity before attending one’s class. Theme 9: Corrections shared the various ways to provide feedback and manage students. Theme 10: Sharing told of the willingness of teachers to share resources and experiences so other teachers will also use music in their class.

In conclusion, the teachers’ use of music in their class is because of the positive response of pupils towards music, the higher degree of participation of pupils in class and the contributory effect of music on their language skills.

Alicia Basibas Pinlac is currently the Coordinator of the International Language & Communication Center. As such she is into academic policy and promotion of the use of English in suburban communities. Language, communication and education research is her main interest.
Multiple Intelligence in Differentiated Instruction
Altanzul Nayantai

As the topic of the presentation implies “Multiple Intelligence in Differentiated Instruction” is just suggestions and methods to the teachers who have the students with different level of English, interests, their individual potential. It means it explores the concept of differentiated instruction and how this approach to teaching takes into account the differences between learners and modifies instruction to meet the needs of all students.

In this poster presentation, participants will be introduced seven linguistic intelligence strategies in teaching different classes and share their ideas with other teachers about differentiated instructions. The Multiple Intelligence theory suggests that no one set of teaching strategies will work best for all students at all times. All children have different proclivities in the seven intelligences, so any particular strategy is likely to be successful with several students, and yet, not for others. Because of these individual differences among students, teachers are best advised to use a broad range of teaching strategies with their students. As long as instructors shift their intelligence emphasis from presentation to presentation, there will always be a time during the period or day when a student has his or her own highly developed intelligence actively involved in learning.

Our poster presentation's goal is to help and give ideas to the teachers who have the problems with different level of English, interests and personalities and also give the introduction of Multiple Intelligence in Differentiated Instruction. Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. Teachers can divide into groups by multiple Intelligences such as linguistic intelligence (lectures, debates, large- and small-group discussions, writing activities, brainstorming etc....) bodily-kinesthetic intelligence (using such activities: creative movement, mime, hands-on thinking, field trips, competitive and cooperative games etc....) musical intelligence (using such activities: musical concepts, singing, humming, playing recorded music etc....) logical/mathematical intelligence (mathematical problems on the board, scientific demonstrations, logical problem-solving exercises, logic puzzles and games etc....) Spatial intelligence (charts, graphs, diagrams, maps, visualization, photography, videos, slides, and movies etc....) intrapersonal intelligence (independent study, self-paced instruction, individualized projects and games etc....) interpersonal intelligence (cooperative groups, interpersonal interaction, conflict mediation, peer teaching etc....)

Getting knowledge of this teaching method teachers could use this way in their English class to improve their students' learning abilities and interests.

To sum up, we have tried to teach English in ESP/ESL classes efficiently and we will share with colleagues in our work.

Altanzul Nayantai graduated from the Orkhon Institute of Mongolia in 2000 as a foreign language teacher. She has been working as a lecturer since 2000 and as an English lecturer of the School of
Using Constructive Group Work for a Speaking Class
Altanzul Nayantai

This paper investigates some efficient ways how to improve speaking abilities while organizing constructive group work in a speaking classroom based on the teaching experiences and other researchers’ suggestions. The aim of this article is to discover some appropriate ways to develop speaking ability in a collaborative classroom setting and to determine teacher and student roles. A language class can’t be imagined without working in a small group or pair work. Especially, when we teach speaking practice class each activity that we organize, requires us to work with partners for exchanging new information. Teachers can improve speaking abilities by organizing different kinds of group activities that must be suited with learners’ interest and goals in a collaborative classroom. The results of the study show that some progress in speaking abilities for our students was shown during the group work. Finally, it proves that when students work in groups they have much more time and opportunities to improve their speaking skills while learning from others. Looking from the study, if the right activities are taught in the right way, speaking class can be a lot of fun, raising learners’ motivation and making the English classroom a fun and dynamic place to be.

Altanzul Nayantai graduated from the Orkhon Institute of Mongolia in 2000 as a foreign language teacher. She has been working as a lecturer since 2000 and as an English lecturer of the School of Language Education at the Mongolian University of Science and Technology. She defended her master degree in contrastive linguistics of Mongolian and English “Comparative study of English and Mongolian Idioms related to human body” in 2005. Her research interests are contrastive linguistics, translation, methodology and teaching English for Special Purposes.

The Effects of Medium of Instruction on the Improvement of Students' Academic Performance
Amaury Chanco

The widespread use of Code-switching (English to Filipino and vice-versa) or Code-mixing in the mass media and society contributed the perceived deterioration of the English proficiency in the academe. The Bilingual Education Policy of Philippines, as provided by the Commission of Higher Education, mandates the separate use of English and Filipino as medium of instruction in the classroom. Filipino may be used for Social Sciences while English should be used for Math, Science, and Technology. However, in actual classroom practice, code-switching is a language variety being used as a medium of instruction regardless of the subjects. This exploratory study attempts to
describe the impact of Code-switching as a medium of instruction in the various colleges of Manila Central University. Survey Questionnaires were distributed to selected English 003 and Social Arts classes in SY 2013-14 to determine the students’ attitudes, functions, and perceptions to code-switching. Students found out that code-switching as a medium of instruction, may be an efficient medium of instruction, however, Code-switching, may impede the understanding of concepts, especially to foreign-students. Furthermore, the students’ Prelim and Final Grades, were compared to determine the extent of academic performance improvement in relation the appropriate medium of instruction used: Straight English for English 003 and Code-switching for Social Arts classes. Findings showed significant improvement on students’ academic performance when straight English is used as a medium of instruction. Thus, the study advances knowledge in language teaching and learning in the context of using English as the preferred language for formal academic discourse and in formulating a language policy relevant to MCU as a well-known health science institution.

Amaury V. Chanco, Jr. obtained the degree of A.B. Mass Communication from Far Eastern University, Manila. He finished M.A. English Language Education from De La Salle University-Manila with an Outstanding Graduate Thesis award. He earned 36 units in DLSU’s Ph.D. Applied Linguistics program. He is a lifetime member of the Linguistic Society of the Philippines, and a member of other Professional Organizations. He has presented a paper in a National Bilingualism Congress in 2000, among others. He has been teaching English since 1993 up to present. Currently, he is the chair of the Languages Department of Manila Central University in Caloocan City.

Tools and Techniques for the Teaching of English Pronunciation to Non Native Speakers of English (NNS)

Amin Rahman

This presentation describes a program for teaching English pronunciation to NNS who speak L1. It employs the following tools and techniques.

(a) Identifies those English sounds (vowels and consonants) which are not present in the L1 language.

(b) Develops a customised phonemic alphabet for L1 (L1PA) to represent all the English sounds. It uses characters from the L1 alphabet for sounds which are common to L1 and English and IPA characters for those English sounds which are missing in L1.

(c) Develops an easy to use English Pronunciation Dictionary cum Guide Book for L1 Speakers containing transcriptions of the pronunciations of English words in L1PA covering the salient features described below falling under the two broad areas of English Pronunciation

• Segmental: It shows what sounds correspond to the different English characters in the English words included in the dictionary. With the help of textual and video examples it demonstrates how to make those English sounds.

• Supra-segmental : In the L1PA transcriptions (a) all words are broken down into syllables, (b) different colours are used to indicate the primary stress syllables, sound deletions, sound insertions, and mismatched spellings and sounds. Audio recordings of recitations and songs are provided to
facilitate learning word stress and intonation in English speech.

(d) Facilitates the teaching of English Pronunciation to all L1 learners of English quickly by training Trainers in 2-3 day workshops.

Trial workshops given in Bangladesh to rural school children (aged 14-16), government and private school teachers, and government officials, have shown that the above is an easy-to-learn technique and the tool set mentioned is quite effective. The guide can also be used for self-study by remote users who have no access to training.

Amin Rahman has qualifications and working backgrounds in Engineering, ICT, Technology Management and Applied Linguistics. He has lived and worked in Asia, Africa, South America, Scotland and Australia, He works independently from Bangladesh and Australia and is interested in Phonetics and Phonology. He has developed a Bengali Phonetic Alphabet (BPA), run several workshops on it for different groups in Bangladesh, and developed an easy-to-use self-study English Pronunciation Dictionary (containing BPA transcriptions of the pronunciations of English words) plus Guide Book for Native Bengali Speakers.

The Use of Authentic Material through Summarizing Technique to Develop the Writing Skill of the Students in Senior High School in Barru, Indonesia

Ammang Latifa

This research discussed about “The Use Authentic Material through Summarizing Technique to Develop The Writing Skill of The Senior High School’ Students In Barru, Indonesia”. The research used quasi experimental design that applied a pre-test and post-test design. The data was analyzed by using t-test. The population of this research was the eleventh year students of the senior high school in Barru, Indonesia in academic year 2013/2014. There were two classes, a class for experimental class and a class for control class. It utilized random sampling technique. The number of experimental class was 33 students and the number of control class was 34 students. The material used in this research is authentic material to develop their writing ability through summarizing technique. The result of this research reveals that the use of authentic material developed the students writing ability through summarizing technique. This is indicated by the students’ achievement improved in the post test after they are taught writing through summarizing technique. It is also supported by the result of statistical analysis which showed that t-test value (1.794) is greater than t-table (1.664).

Name : Ammang Latifa, S.Pd., M.Hum
Position: Lecturer of English Education at Teacher Training Faculty
University: Muhammadiyah University of Parepare
Nationality: Indonesia
Interest: Teaching English as A Foreign Language, Assessment & Evaluation
Membership: Asia TEFL (membership number: 000305)
EFL Teachers’ Needs of Authentic Assessment: an Implication to the New Indonesian 2013 Curriculum

Anak Agung I. N. Marhaeni

A nationwide evaluation study conducted in 2014 on the piloting of the country’s new 2013 affective-based curriculum reported that among the three major tasks of teachers, implementing the mandated authentic assessment was the major challenge. The primary reason was that traditionally there was a massive, over-reliant use of quantitatively-oriented tests. In response to this fact, a need assessment was carried out to investigate what supports the teachers need in order to successfully implement authentic assessment, particularly in English as a Foreign Language (EFL) context. The study involved twenty eight EFL teachers of junior high schools in Bali province. Data were collected through documents, observation, questionnaire, and focused group discussion. Data were analyzed qualitatively. Results of the analysis show that the needs of an EFL authentic assessment design must include content, procedure, and instruments. In terms of content, the design must include linguistic and non linguistic aspects which meet the basic competencies in the 2013 curriculum. In terms of procedure, the design must be practical and accommodative to student’s individual characteristics. In terms of instruments, the design must provide assessment instruments for process and product of learning, respectively.

Anak Agung I. N. Marhaeni is professor in EFL whose major interests are in authentic assessment and pedagogy of language learning. She is an international presenter, a national invited speaker, and a workshop facilitator in many education institution in Indonesia.

Intercultural Pragmatics of Complaining: a Comparison of Thai and Chinese English as a Lingua Franca Speakers’ Production

Anchalee Wannaruk

English has become a lingua franca in the Asian intercultural communication. However, few scholars in the intercultural pragmatic filed have studied nonnative varieties of the English used by these Asian English as a lingua franca (ELF) speakers. The present study aimed at investigating the speech act of complaining produced by Thai and Chinese ELF speakers in English. The complaint samples were elicited from 240 subjects, i.e. 120 Thai ELF speakers and 120 Chinese ELF speakers. They were asked to respond to a twelve-scenario open-ended written discourse completion questionnaire. The elicited complaint samples were analyzed in terms of the directness levels of the utterance, using the coding scheme proposed by Olshtain and Weinbach (1987; 1993). The results indicated that Thai ELF speakers complained less directly than Chinese ELF speakers. Therefore, Thai ELF speakers are likely to interpret complaints from Chinese ELF speakers as rude. The findings from the present study suggest that the cultural differences may hinder the Thai and Chinese ELF intercultural communication.
Anchalee Wannaruk is associate Professor at Suranaree University of Technology, specializing in pragmatics and discourse analysis.

**Perception and Implementation of Differentiated Instruction in Thai Tertiary Education**

Andy Cubalit

In response to the challenges in meeting university students’ needs, modeling differentiated instruction is offered as one way to demonstrate how educators can incorporate instructional strategies to address students’ needs, interests, and learning styles. Differentiated Instruction provides teachers with the knowledge and tools to differentiate in their classrooms which may increase test scores and help low achieving students find success, while expanding the learning growth of gifted and talented students. The University lecturers’ perception and implementation of differentiated instruction will be studied. The study will utilize a quantitative, descriptive survey research methodology to collect data. The purpose of this research is to explore English university lecturers perception and implementation on Differentiated Instruction. The study will answer two questions: 1) To what extent do English university lecturers perceived Differentiated Instruction? and; 2) How do English university lecturers implement Differentiated Instruction?

Andy Noces Cubalit (Doctor of Education Candidate) is currently a lecturer at Naresuan University, Thailand. He is in the academe for almost 13 years, he has worked as a high school coordinator, guidance counselor, university instructor, ESL instructor, school teacher, program coordinator, and a seminar-workshop trainer and organizer. He has also presented some of his research papers in various international and local conferences. His research interests include, educational management, curriculum design, language learning and acquisition (ELT), and teaching and learning style. He loves travelling.

**English Language Policy in Indonesia and Pre-service Teachers’ Beliefs on Grammar Learning and Teaching**

Angelika Riyandari

Recent studies have suggested that teachers’ beliefs have a significant influence on actual classroom practice and, consequently, on students’ achievements. However, little research has been done to investigate the influence of Indonesia’s English language policy and teachers’ beliefs. The study reported seeks to examine the influence of English language policy on pre-service teacher’s beliefs about the teaching of English language grammar in Indonesian schools. The research participants were pre-service teachers who have taken the subjects of Structure, Teaching Methods, and Micro-teaching in three public and private universities in Central Java and Yogyakarta Special District. Due to time and scheduling limitations, the sampling method used in this study was convenient sampling. Documentation, survey schedules, interviews, focus group discussions were used to gather the data. The findings revealed that although the language policy in Indonesia has
put English language teaching and learning within the framework of communicative competence since the enactment of the 2006 School-based Curriculum, the pre-service teachers still believed that traditional method of teaching grammar (explicit grammar instruction) was imperative to use. The pre-service teachers tended to exclude English language policy enacted by Indonesian government in their discussion about teachers’ beliefs. Instead, the pre-service teachers constructed their beliefs about English language grammar teaching and learning process from their prior experiences in learning and teaching grammar.

Angelika Riyandari is a lecturer in English Department in the Faculty of Language and Arts at Soegijapranata Catholic University Semarang, Indonesia. Her research interests are in Gender Studies, and English Language Teaching and Learning. She did her MA in Nottingham University, UK and her doctoral degree in the University of Western Australia.

**Written Communication Errors in English of School Personnel of the Division of Quezon: Basis for Written Communication Enhancement Program**

Angelina B. Castillo

The main objective of this study was to determine the written communication errors in English of school personnel of the Division of Quezon. This study used the discourse analysis method using the textual analysis technique for language analysis on the errors and the format of the assessed written communications. Quantitative approach was also used in order to quantify the results gathered on the analysis of the data. 300 written communications from both elementary and secondary school personnel were assessed focusing on business letter format and structures, and the morphological, lexical, syntactical, and mechanical errors of the English language. The results were tabulated and analyzed, and were used as the basis for the development of the Written Communication Enhancement Training Program. The findings revealed that a number of errors have been committed by elementary and secondary school personal in written communications in English focusing on business letter format and structures, and the morphological, lexical, syntactical, and mechanical features of the language. To improve and enhance more their written communication skill, the Written Communication Enhancement Training Program was developed. This special research provides significant data on the written communication skills of the school personnel focusing on their knowledge on letter format and structures, and the morphological, lexical, syntactical, and mechanical errors of the language. At the same time, a written communication enhancement training program was developed to enhance the written communication skills of the school personnel.

ANGELINA B. CASTILLO is the present Education Program Supervisor for English and the Division Research Coordinator of the Department of Education - Division of Quezon, Philippines. She is also the consultant and adviser of the Teacher-Researchers’ Association of DepEd-Quezon, Inc. and The Quezonian Educators, the official research journal of DepEd-Quezon.
The Impacts of Diary Writing on EFL High School Students' Writing Fluency: a Case Study at a High School in the Mekong Delta, Vietnam

Anh Nguyetthi Vo

The current study aimed to investigate the impacts of diary writing on EFL high school students’ writing fluency (Briere, 1966). In addition, it examined participants’ attitudes towards the use of the target approach. A total of 40 tenth Grade students at a high school in a rural area in the Mekong Delta, Vietnam, participated in the study. Students’ writing fluency was measured by (1) the total words produced in specific time frame and (2) level of lexical frequency through the instruments of the pre test and post test. The comparative analysis of the test results showed that students’ writing fluency improved after the experiment (Canh, 2002). The finding indicated that diary writing enhanced students’ writing fluency. Besides, based on participants’ responses to the questionnaire, nine students were chosen for interviews in order to get insight into their attitudes towards the impacts of using diary writing in teaching and learning writing. The findings revealed that they had positive attitudes towards the target approach and they felt more interested in writing diary entries after the intervention. Pedagogical implications and recommendations for future research were presented based on the findings.

Vo Thi Anh NGUYET, Lecturer of English, Son Nguyet Anh High School, Ba Tri District, Ben Tre Province, the Mekong Delta Vietnam. She got her MA in TESOL in June 2015. She takes her interests in teaching and doing research about the English language, especially about English writing issues.

Perspectives and Practices of ESP Stakeholders in Analysing Students' Communicative Needs in an EFL Context of Indonesia

Anik Kusnawati

ESP stakeholders have an indispensable role in determining what is educationally worthwhile for ESP students in their context. This paper presents a case study in a tertiary vocational institution in Indonesia focusing on ESP stakeholders’ perspectives and practices in identifying the communicative needs of accounting students. It is drawn from a larger PhD study exploring the perspectives, practices, and collaboration of ESP stakeholders in determining the needs of accounting students for English. It highlights the results of analysis from the individual and focus group interview data with 18 students, 5 English lecturers and two accounting lecturers.

The key findings related to the practices of target situation analysis were that the stakeholders analysed the students’ target occupational needs pragmatically. While the majority of the English lecturers relied on informal talks with graduates through social media to get information about target needs, the accounting lecturers drew the target English needs for accounting from business conversations on television, alumni, and the use of bilingual financial statements in business in a globalized economy. Meanwhile, the students relied on their assumption that speaking and listening skills were mostly needed for communication in social discourse. They held similar views about the
primacy of speaking skills and considered that conversational skills for social interactions among workers were important. Nevertheless, their knowledge about workplace discourses was limited.

The main findings related to these stakeholders’ present situation analyses showed that there was a strong connection between their limited knowledge about target discourse and their determination of needs based on their routine instructional activities. It was evident that the necessity for oral communication competence was predominantly justified based on the students’ current low language proficiency. The findings also provide insights into the students’ analyses of their language proficiency and learning problems as well as their needs priorities.

Anik Kusnawati is an English lecturer at the Accounting Department of State Polytechnic of Malang. She just completed her PhD study at the University of Queensland. Her research interests are in the areas of needs analysis, genre analysis and literacy. She has been working on developing ‘chungking’ procedure to improve students’ reading skills and currently is preparing a further study in the area of target situation analysis for accounting professions.

**3-PP-821-10**

**Implementing Students-centered Learning and Peer-assessment in Speaking Class: a Case Study**

Anin Eka Sulistyawati

Speaking is one of English subject taught in Pancasakti University of Tegal oriented on oral language. This subject requires the students to have English as spoken skill. The problems arise in Speaking class such as students’ lack awareness of their learning goal, less of confidence to perform in public, less of students’ opportunities in assessing their spoken skill and less of implementing the students-centered learning in Speaking class. Through those problems, the researchers try to observe and find out the implementation of students-centered learning and peer-assessment in Speaking class. This study is qualitative research model which is used grounded theory design. The video recording and questionnaire are used to collect the data. The result, then, is expected to provide idea and new input relating the teaching method and assessment in Speaking class. Moreover, the students will be motivated to speak in front of public.

Anin Eka Sulistyawati is English lecturer in Pancasakti University of Tegal. Anin Eka Sulistyawati graduated from Diponegoro University and now teaches Teaching English for Foreign Language. I have produced some articles/proceeding papers in International Conference such as in TEYLIN Conference and WALS conference. I extremely like teaching and education.

**2-PP-822-8**

**English in the Linguistic Ecology of India: Sustaining Multilingualism and Democratising Social Differences**

Anindya Syam Choudhury

It is a commonly held view that the global spread of English has led to a precarious situation for
many major languages of the world, with English having penetrated various domains of language use like, for instance, national school systems as a medium of instruction, thereby threatening the world’s linguistic ecology and creating a kind of linguistic imperialism. In this sense, English has often been called a ‘lingua frankensteinia’, a killer language. However, a view has recently gained currency that instead of being a tool of linguicism, English has, in fact, in the many sociolinguistic and cultural contexts that it functions, become a powerful tool both for the sustenance of multilingualism and for the linguistically and culturally subalternised groups to access the global economy. Drawing examples from the Indian context, the paper will first attempt to argue in favour of the view that the entrenchment of English in India has not led to any language shift but it has rather helped multilingualism in all its facets to flourish as can be seen in the way in which English participates in the local multilingual practices. In this context, specific examples will be drawn from the biliterate and multiliterate advertising texts used in India to show how they are intermeshed in the creation of hybrid linguistic forms. The second part of the paper would try to show how for the disadvantaged and marginalised people of India like the Dalits, for instance, mastering English means liberation from the rather oppressive and prejudicial Indian languages. In this context, the paper will try to bring to the fore a multiplicity of views expressed by Dalit intellectuals on the issue of ‘Englishising’ Dalits in India.

Anindya Syam Choudhury is an Assistant Professor in the Department of English, Assam University, India, and teaches both language and literature courses. He has a Ph. D. in English Language Teaching, and has presented papers in several international conferences like Asia TEFL (Hanoi and Kuching), Asian EFL, CamTESOL, NileTESOL, etc. His current areas of interest include world Englishes, the politics of English in postcolonial contexts, and language-literature interface areas like Stylistics.

Anita Lie

Graduate School in TEFL is expected to prepare its participants to be more competent in their professional practice. This aim has been even more urgent in the 21st century when English is the primary language of global communication. Teachers of this era, especially those who go to the Master Program in TEFL, are required to help their students to develop and improve their skills in content and skills mastery in order to succeed. Furthermore, not only students have to cope with the changing curriculum and policies in education, teachers also need to adapt with it and an advancement of their teaching skills is a must. The learning outcomes in the prescribed and enacted curriculum, accordingly, should respond to the challenges of global communication. To achieve that goal, academic activities of the courses and non-academic activities are designed to help the participants of the Graduate School in TEFL to be better teachers. This way they will be able to contribute to their students, peers, and society. Considering the challenges of the 21st century, this study aimed at investigating the participants’ reasons to continue their professional development through a formal master’s degree program in TEFL and the impact of their study at the Graduate School in TEFL on their profession. Through the framework of Actor Network Theory, the prescribed
and the enacted curriculum of the Master Program in TEFL, including the non-academic activities and the available facilities, and the impacts of the Master Program in TEFL on the participants’ professions and careers are described in detail.

**Anita Lie** is the Director of and a Professor at the Graduate School of Widya Mandala Catholic University, Surabaya. She earned a Doctorate of Education from Baylor University, the United States in 1994. In 1996 she became a visiting professor at the SEAMEO RELC, Singapore. She had also been a guest lecturer at several universities including Kwansei Gakuin University, Fu Jen University, Chinese University of Hong Kong, Ateneo University and De La Salle University, University of Brunei Darussalam, Universiti Putra Malaysia and Universiti Kebangsaan Malaysia. She was awarded the 2000 SEAMEO Jasper Fellowship Award from the Canadian government to best research category.

**Problems with Vocabulary Faced by ESL Learners in India**

Anita Manuel

Coady (1993) and Zimmerman (2001) assert that effective communication is a function of adequate and appropriate vocabulary acquisition rather than the learning of grammar rules. Often, one’s command of a language is measured in terms of vocabulary, number of words and phrases known. This paper seeks to demonstrate that vocabulary acquisition alone is not sufficient because the learner is not able to use the words effectively or appropriately. Stahl and Kapinus (2001) and Folse (2004) pointed out that “knowing a word” includes awareness of spelling, pronunciation, contextual meaning, connotation, collocation, and usage. While examining the written work of college students hailing from India, it is found that students are ignorant of the various aspects of “knowing” a word as defined by Folse. Both their spoken and written English remain riddled with errors due to this.

The first section of the paper presents results of tests designed to establish vocabulary levels and limitations to groups of fifty students in three different engineering institutions in Chennai. A number of common problems were identified from the tests. The performance in vocabulary tests was also compared to the overall academic performance in other subjects and classroom participation of the student. The second section details the various methods used to help students “know” their words better. Reading of graded passages at the identified vocabulary level and various writing prompts were used to enable students to produce independent written work that was syntactically accurate. Students were taught collocation along with more explicit instruction on the specific errors that were identified.

The paper concludes that the focus of teaching for ESL learners in India should be on how to use words already known, appropriately and accurately.

**Dr. Anita Manuel** is an Associate Professor of English and Head of Student Affairs at KCG College of Technology in Chennai (TN), India. Though her interests are varied from literature to creative writing to theatre, she has been engaged continually for the last eleven years in classroom based research in the area of English language acquisition. While her non academic writings have appeared in newspapers,
Investigating the Implementation of Fine-Tuning Medium-of-Instruction Policy: Effects on Teaching and Learning
Anita Y. K. Poon

Medium of Instruction policy has always been a heated debate in Hong Kong. Unfavourable academic performance and declining English standards forced the Hong Kong Government to review and revisit the compulsory Chinese-medium-instruction policy implemented in 1997 for the sake of future development of Hong Kong as an international financial centre. It was not until 2010 that the Fine-tuning Medium-of-Instruction policy, which meets the increasing demands from parents, students and practitioners was finally implemented. This Fine-tuning Medium-of-Instruction Policy aims to create opportunities for students to be exposed to academic English environment and to equip younger generations with better bilingual competence for higher education and work. The present study aims to explore: (1) The general attitudes of stakeholders towards the Fine-tuning Medium-of-Instruction Policy; (2) problems encountered by teachers and students; (3) the use of strategies for teaching and learning of subject-based content knowledge; (4) whether Fine-tuning Medium-of-Instruction Policy will enhance English proficiency of students. A qualitative research has been conducted to investigate the issues through semi-structured interviews. Preliminary findings show that teachers and students were positive towards the change of medium of instruction despite difficulties, yet they agreed that using Chinese should be the best for the learning of students. Concerning teaching and learning, a wide variety of strategies were employed by teachers and students to tackle the problems arising from English-medium instruction. Generally, there was a belief that students’ English proficiency could be enhanced. This would have implications for teaching English as a second/foreign language, especially for those Asian countries which adopt English as a medium of learning for content-based subjects in the school curriculum.

Anita Y.K. Poon is an Associate Professor in the Department of Education Studies at Hong Kong Baptist University. She has published widely in the areas of language policy, English language education and English language teaching.

Designing Research Skills Workshops to Improve students’ Information Literacy
AnLe Dao Thanh Binh

Research skills workshops are a series of sessions on different topics designed to give extra input to the students who are registering for their Secondary Research and Primary Research Courses at Faculty of Languages and Cultural Studies at Hoa Sen University. This study aimed to find out if there...
is any positive correlation between the writing workshops input and students’ improvement in the writing styles in their Secondary Research and Primary Research reports. The Similarity Index rates extracted from Turnitin, a popular plagiarism prevention tool and the feedback from the students taking the workshops and their supervisors showed that the input has helped students write better academically, in terms of finding information, citing and paraphrasing. The results from the survey also indicated that more courses needed to be tailored to teach students how to evaluate sources and communicate evidence to support their arguments.

Le Dao Thanh Binh An got her M.A in TESOL from Victoria University of Technology, Australia in 2006. An has been an English teacher since 1997 and started lecturing at Hoa Sen University in 2003. She likes doing research and is currently working on research about plagiarism at higher education in Vietnam. An has presented topics of her interest in Language Teaching and Curriculum Design at Asian TEFL2014 in Kuching, Malaysia and 11th Annual CamTESOL2015 in Phnom Penh, Cambodia.

**2-PO-8F-35**

**Oral Style Features Displayed in English Compositions by Chinese Graduate Students: a Corpus-Driven Approach**

Anna Dong

This study is a corpus analysis of oral style features displayed in English short essays written by Chinese non-English major graduate students. Seven typical features of spoken English that can both differentiate spoken English from written English and allow convenient corpus analysis were examined in the study. The corpus of 250 English compositions by 250 graduate students from two universities in China was used in the study to find out whether the compositions display the seven register features of spoken English and how they are different from the native written English in the use of the spoken features. The research results will have implications for EFL writing instruction for non-English major graduate students.

**2-PO-8F-24**

**The Talk Show Phenomenon in China**

Anna Dong

In the 1990s, talk shows became the most popular genre on American TV, citing in particularity of Oprah Winfrey (Andrew Tolson, 1991). Driven by the search for diversified programming, Chinese TV stations are resorting to cloning, or the selective coping of TV formats, whereby the Chinese attempt to localize successful overseas programs. One startling example is the program ‘Tell It Like It Is’, (Shi Hua Shi Shuo) on CCTV-1. This program has a talk show format similar to the ‘The Oprah Winfrey Show’. Another typical example is the program hosted by Chen Luyu. Chen Luyu is an unlikely revolutionary. Known as “China’s Oprah,” the 35-year-old mainland-born TV star’s live-audience talk show, “A Date With Luyu,” is pushing the envelope of the Chinese small screen. Featured on the Hong Kong-based Phoenix Satellite Television channel, Chen’s program brings the lives of ordinary people
and celebrities into the living rooms of Chinese city dwellers, and has revolutionized China’s once stodgy TV scene in the process.

There are times when you would like to quit talking or reading, and just sit back and listen to what people say so you can just shoot them sly smiles, laugh at them, or even scream at ridiculous opinions. If those are the moments you enjoy, then ‘Qiangqiang San Ren Xing’ is the show for you.

The paper aims to offer a quick snapshot of talk show phenomenon today in China. The appearance of the talk show phenomenon in China, and its impact, origins of its saga will be studied in this paper. It’s beyond doubt that CCTV, Phoenix’s flagship Chinese Channel ranks second only in popularity to CCTV-1, and ahead of all the other CCTV channels as well as, all of them empathize with but which have a fresh and distinctive flavor to talk-shows. The three representative talk show programs and their anchors mentioned above have become a household story. Talk show culture was enormously popular with Chinese of all ages and economic backgrounds, partly as an entertaining freak show and partly because it represented a release from cultural restraints. Some talk shows purported to offer a populist, and political culture in China at the turn of the 21st century was shaped in part by media talk shows. As long as people turn on a TV set, they can watch talk show without any difficulty. Besides, it would seem that some city dwellers are entertaining themselves with internet talk shows. Internet chat rooms provided an instant, global conversation with unpredictable partners and outcomes. Killing time in an internet chat room for most web fans has become a indispensable hobby since they share the same interests with internet pals to make themselves relaxed from the life pressure. Talk show producers claimed they were performing a public service by offering a cathartic release and national platform for hitherto unexplored social issues; critics claimed the producers were mainstreaming hatred and pornography in China public life.

By investigating the talk show phenomenon, the author is trying to make some contribution to it’s academic analysis. Talk show formats, or its sub-genres should be included in talk show definition. The methodology employed in the paper is to focus on particular shows, which present three empirical case studies. Apart from some previous articles, this is also the study to offer a socio-linguistical perspective since the data takes the form of transcripts of broadcast talk, but these clearly not reproductions of original recordings.

Beliefs about and the Use of Information and Communication Technology by the High School Students in Indonesia
Antonius Suratno

This paper is the report of an investigation into the beliefs and the use of information and communication technology (ICT) by high school students in Indonesia. Using quantitative method, this survey research was conducted to achieve two main research purposes. Firstly, to investigate the students’ beliefs about the ICT and secondly, to examine the use of the ICT devices for language learning-related activities. The data for the study were gathered through a survey questionnaire administered to 400 respondents who were accessible from 5 private and 3 state high schools in the fifth biggest city of Semarang, Indonesia. The data were analyzed descriptively using SPSS suggesting that the respondents placed a high value on ICTs and believe that they have enormous potentials
for learning. The findings also indicated that the respondents have used the devices for various learning-related activities although specifically for the English-related learning, the data indicated that the wealth and potentials of ICTs have not been optimally exploited. The relevant implication of this research may be of the need for the school institutions and the education policy makers in Indonesia to consider integrating the ICTs into the teaching and learning activities in a more formal, methodological, and systematic ways.

Antonius Suratno, MA., Ph.D. A senior lecturer at the faculty of Language and Arts, Soegijaparanata Catholic University whose major teaching and research interests are on the areas of Discourse Analysis, Translation Studies and Technology for TEFL.


Antony Atkinson

At Phoenix Academy we noticed that many learners were struggling to develop their English language skills beyond a CEFR B1 level. Richards (2008) outlined “…a gap between receptive and productive competence, … and …persistent, fossilized language errors” as features typical of becalmed intermediate learners. Many of our learners are on a pathway to university study where they are required to operate at a high level, B2+ and beyond. Continued language development is therefore crucial. The class selected for the trial program was an Intermediate class with learners ranging from A2+ to B1+ across the four macro skills.

We wanted to investigate if moving away from a class based on a pre-set syllabus relying largely on coursebook based instruction would activate the learning capabilities of our learners and increase their motivation to develop their language skills. The pilot program would not have a set textbook, would use largely authentic materials, would have direct input by the students themselves into the topics and areas covered, would have digital technology incorporated into the lessons, would experience alternative delivery methodologies such as dogme and would be exposed to a “Demand High” learning environment. Contrasting this, learners would also experience sessions based on “Direct Instruction”, particularly in grammar input, and would undertake regular testing.

The Workshop will demonstrate classroom activities, tasks and approaches developed in the pilot program and discuss their effectiveness. Results and samples of work developed in dogme-based sessions will be shown and discussed. Learner responses to the program will be presented and discussed as they shed light on learners’ expectations of an English course and how they responded to the alternative approach.

Antony Atkinson is Manager of Teacher Training at Phoenix Academy in Perth Western Australia. Antony has been a teacher since 1992 and completed his Delta in 1993. He is a Cambridge CELTA Trainer and Assessor and is an approved Cambridge Delta Module Two Trainer. Antony has taught in the United Kingdom, Czech and Slovak Republics, New Zealand and Australia. He has extensive experience
of delivering teacher training in country and in Australia to teachers from Thailand, Korea, China and Japan. His main interests lie in teacher education, developing methods to enhance learner autonomy and utilising technology in the classroom.

**Using Textual Enhancement as a Technique of Communicative Grammar Instruction in the ESL Classroom**

Anupam Dutta

A consideration of L2 teaching over the past few decades reveals a fundamental shift in the teaching of grammar from one in which grammar instruction was central, to one in which grammar instruction was absent, and to the recent reconsideration of the significance of the role of grammar instruction.

Historically, approaches to grammar teaching have undergone many changes. These changes, which have been due to a number of theoretical and empirical developments in the field, have not been regular and have been characterized by many pendulum swings. They can be viewed in terms of three general instructional approaches, beginning with those that conceptualized teaching in terms of methods with an exclusive focus on grammar, continuing later as types of exposure to meaningful communication, and emerging more recently as a set of instructional options with a focus on both grammar and meaning. There is now ample evidence for the importance of form-focused instruction. However, form-focused instruction refers to grammar instruction that takes place within communicative contexts.

In the present paper I seek to explore the possibilities of using textual enhancement as a technique of communicative grammar instruction in the ESL classroom. While discussing the theoretical underpinnings of textual enhancement, I focus on the notions of noticing and input enhancement. I then discuss textual enhancement as an input enhancement technique and also the different ways in which it can be achieved, along with examples. Next, I briefly review the empirical research that has examined the effectiveness of textual enhancement. The paper concludes with examples of activities that can be used in the ESL classroom.

**Anupam Dutta** is an Assistant Professor in the department of English, Barbhag College in the state of Assam in India. He has fifteen years of experience of teaching English language and literature at the senior secondary and the undergraduate level. Currently he is pursuing Ph.D. in the department of English in Assam University, India. He has presented on a wide range of topics in ELT and English literature in a number of National and International conferences.

**An Investigation of Young Learners' Language Motivation Orientation and Their Language Anxiety**

April Macam

This study investigated young learners’ language motivation orientation and their language
anxiety in terms of speech and negative evaluation; self-confidence; and general anxiety. A total of 100 pupils were asked to accomplish a two-part questionnaires: first part was adapted from Jin, Jiang, Juan, Zhang, Liang, and Xie (2013) to measure what motivates the pupils to study English; second part was from Liu and Cheng (2014) which consists of Factor Loadings for three-Component Solution for the Anxiety (FLCAS). The instruments were simplified and translated to Filipino language to get accurate results among young learners. Results suggest that young learners are intrinsically motivated and that they appreciate learning English for they are highly influenced by their parents. More so, they are not anxious in using English because they find it as an enjoyable subject. It should be noted that language language anxiety varies from student to student depending on their language motivation orientation and teaching-learning situations. This study created a list of suggestions to spare frustrating and silence scenarios in English classes of the young learners.

Ms. April Lontoc-Macam is a permanent English teacher at Trece Martires City National High School. She finished her Master of Arts in Teaching English at De La Salle University Dasmarinas. Currently, she is pursuing her PhD in LAnguage Teaching in the same institution. Her research interests include SLA, semantics, pragmatics and corrective feedback.

The Power of Different Types of Error Correction in EFL Writing Performance

Aridah Salinring

Although there has been a long debate among scholars about the value of error correction on students writing, teachers still continue providing corrections on students’ writing. Since Truscott (1996) claimed that error correction is not useful and even harmful, some researchers then come up with their findings in reaction to this claim (Hyland, 1998; Ferris, 2006; Ellis, et.al. 2008; Sheen, 2010). They proved that correction on students’ writing is still required because it is able to improve students’ writing. However, it is still a question, what type of teacher written correction is most powerful to improve students’ writing? This study aims to find out the power of 4 different types of correction in EFL writing performance: direct correction, indirect correction, focused correction and unfocused correction. There were 33 EFL students involving in this study. They were required to write five essays with different topics. Then, their papers were corrected using different types of correction: direct correction, indirect correction, meaning-focused correction, linguistic-focused correction, and unfocused correction respectively. When their papers were returned, the students were required to rewrite and revised their papers based on the corrections given by the teacher. The final versions of the papers were assessed in terms of content, organization, vocabulary, grammar, and mechanics to find out how powerful one particular type of correction improve the students’ writing performance. The findings revealed that different types of correction have different power in improving the students’ writing performance.

Aridah, Lecturer and Director of Mulawarman University Language Center.
There are strong perceptions about the high value and transforming power of English across South Asia (Graddol 2010). Hence, education planners are increasingly aiming at developing generations of young people to meet this demand. Furthermore, in developing countries, the promotion of English language education is seen as increasing the ability to participate in the world economic systems from which people have previously been excluded, thus offering opportunities for poverty reduction.

However, it needs to be pointed out that recent research on the returns on investment to English language teaching shows that English language proficiency is a necessary but not sufficient condition for economic development. More research evidence is necessary to fully understand how English language skills may enhance human development. This would need to explore the functions of the language for individuals in terms of life-outcomes, and of its benefits and costs for society as a whole – particularly when measuring the real costs, over time, of providing quality English language teaching at scale.

Returns to education and English language learning are different in different contexts, and depend on a variety of factors. These need to be accounted for in the design and implementation of interventionist programs. Moreover, the lack of skilled teachers and qualified trainers are anticipated to be a huge bottleneck. Ensuring an adequate supply of trainers will become even more challenging as South Asian countries industrialize, and the skills required for growth become more technical and specific.

A robust policy then would be on a quality education system at the basic level with all its required resources and mandated operations in place for the whole population. If this were assured, the development of English language competence would be a spinoff, requiring much less investment, yet yielding better outcomes.

Dr Arifa Rahman is Professor, English language teacher education, at the University of Dhaka, Bangladesh with wide experience in educational research, materials development and assessment. A reviewer for academic journals, she has published numerous journal papers and book chapters and has presented extensively at international and national conferences. As an ELT consultant, she works with international partners in ELT projects on curriculum assessment and testing. She is closely involved in facilitating communities of teaching and learning among English teachers through Bangladesh Teachers Association, BELTA. Her current research interest is inequity in language education policy.
Shinzo Abe, has suggested that the government lower the grade when primary school students start studying English from the fourth year and make it a regular subject for fourth, fifth and sixth graders. Despite these national efforts to strengthen the early English education, many teachers have difficulty in teaching English. Majority of elementary school teachers are now worried and lacking in confidence to teach English as they feel they are ill-equipped for their new role as language instructors.

According to Keith Schoch’s article Picture Books Across the Curriculum, picture books deserve a place in the upper elementary and middle school grades for a number of reasons: If chosen with consideration for the interests of the students and used in ways that are appropriate for learners, picture books can provide valuable opportunities of language-rich experiences and interactions.

Thus, the present study firstly describes and analyses some of the challenges facing early English education in Japan by relating to their wider social setting. Secondly, the study analyzes how teachers of early education perceive teaching English with picture books. Thirdly, the study discusses the merits of using picture books in early English education from the viewpoint of English language learning, and then investigates the effect of using picture books on the learners’ emotional development.

Arisa Kochiyama is Professor of Wayo Women’s University, Japan

3-PP-801-5

Reinforcing Intercultural Awareness Teaching in EFL Classroom Through Classifying the Types of Culture and Its Advantages

Aristianto

It could be argued that the part of teaching a foreign language is acquiring some familiarity with the culture associated with it. However, the knowledge of significant types of culture to be taught has been not specified yet in which frequently causes perplexity of the language teachers. Therefore, this paper investigates on the types of culture that can be taught in an EFL classroom as well as its advantages for both teachers and learners. The study captures the teachers and students’ point of view of the types of culture and its advantages to develop intercultural awareness of language learners. Interview with teachers and students of English Education Department of Universitas Muhammadiyah Yogyakarta Indonesia are employed to collect the data in the research. The results suggest a wide range of students’ perceptions on the types of cultures taught in the classroom and advantages that they can gain. Experiences of teachers in teaching culture in EFL classroom are also explored in this paper. Finally, the paper argues that successful language learning will not be comprehended if language learning is not incorporated with culture.
Developing Speaking Skill in EFL Learners in Mongolia

Ariunaa Gunsentsoodol

This article is aimed to describe the problems faced by teachers and students in EFL classrooms in Mongolia and share the ways to improve students’ speaking skills. As speaking is one of the most important tool of communication, it is a first priority to be acquired. Success in learning language is usually measured by the ability to carry out a conversation in the target language. Moreover successful speaking shows a good knowledge, skill and competence of the language students learn. Why is speaking skill the biggest problem in teaching? The reason is the language (English) is not spoken in the world our students study and live – in the non English speaking environment. Learners have little opportunity to try or practice speaking in English except for EFL classroom. So in order to encourage students to speak, teachers must rethink their teaching methods and make a difference in teaching by exposing problems and having the most suitable activities to solve the problems.

Ariunaa, G. graduated from the University of Foreign Language in Mongolia as a Russian teacher in 1985, National University of Mongolia as an English teacher in 1992. I have worked in Foreign Language Institute at Mongolian University of Science and Technology for over 20 years. I have written several papers on English teaching methodology and participated in conferences organized domestically and internationally.

The Role of Short Stories in Language Education

Asmaul Husna

Short stories can play a vital role in the English language classes. The ELT professionals are counting them as the important materials in the recent years due to different pedagogical benefits and interesting application for language skills development of the ELT learners. Short stories offer the most effective materials that are real, creative and rich in language selection, and they are amusing and motivational in nature. Keeping this strong effectiveness as the background, this paper investigates the development of four language skills of undergraduate learners in the ELT classroom towards the use of short stories. They are easy to finish in a class, definite to understand and attract the students’ attention more than any other normal passages. This study indicates the necessity of integrating literature into language education and also investigates how short stories can be integrated into an English language syllabus in order to consolidate students’ knowledge of the English language, grammar and vocabulary, and to promote their creative thinking and writing skills. This paper is going to discuss different short story based activities which aim to develop the learners’ i) understanding of the text according to the context, ii) language skills, iii) cultural awareness, iv) critical thinking skills, v) creativity, vi) story telling or speaking as an art and vii) finally their interest to the language education. Concerning the use of stories, the collected data through question-answer has been reported here based on students’ understanding and development. The purpose of this paper is to encourage the ELT professionals for the implementation of this interesting and
effective approach. Short stories can play a highly effective approach with different activities in the ELT classroom and being the central role, these stories make the ELT class the attractive and effective one.

Ms. Asmaul Husna has been working in education development sector in Bangladesh for about 8 years. She has a long time working experience in Computer Aided Language Learning (CALL) and also building teaching skills through the interactive web. She has been experienced as a teachers’ trainer and materials developer. She is an E-Teacher Scholarship Fellow of University of Oregon, USA. She also has interest in research work, technology based education and education management. Now she is teaching at university level.

Lesson Study Based Material Development
Atti Herawati

This paper presents the model of material development through Lesson Study strategy. The Lesson Study strategy is done in four cycle processes, in which each cycle consists of plan, do and see. The Open Lesson is done in Research on ELT class with the material about ‘Population and Sample’. The choice of the material is based on the pre observation which shows that many students who are presenting their research proposal are still make mistakes in understanding the concept and applying appropriate population and sample for their research. Thus, the team consisting of four lecturers, who facilitate Research on ELT subject, plan the lesson together. Then one of them does the plan in the class, while three of them observe the learning process. After the class ends, the team does the reflection and replans the action by revising the material. It is done in four cycle processes until the result is considered as successful. Not only the material lesson is developed through Lesson Study strategy, but also the material evaluation.

Atti Herawati is a teacher trainer working at Faculty of Teacher Training of Pakuan University, Bogor, Indonesia. Her interest is developing material and assesssment and teaching strategy. She is always eager to learn new approach and strategy in teaching English as a Foreign Language.

A Mixed-method Study of Language Learning Classroom Anxiety and Multilingualism of Malaysian Undergraduates
Azlin Zainal

This study aims to investigate the link between second language learners’ language learning classroom anxiety (LLCA) and multilingualism. More specifically, this study attempts to address the gap in previous studies by exploring the underlying factors of LLCA and investigating how the level of multilingualism linked to the factors of LLCA in the Malaysian context. Employing a mixed-methods approach, the quantitative phase of the study involved administrating a questionnaire
adapted from the Foreign Language Classroom Anxiety Scale (Horwitz, 1986) to 307 Malaysian undergraduates. The qualitative data were obtained from the responses to the open-ended questions in the questionnaire and an interview with six students. Exploratory Factor Analysis, Discriminant Function Analysis, and t-tests were employed to analyse the quantitative data and thematic analysis to qualitative data. Four factors of LLCA were identified: 1) low self-confidence in speaking English; 2) worry about failing English class; 3) lack of physiological symptoms and fear of negative evaluation; and 4) fear of ambiguity in learning English. The identified factors are similar to the findings of previous studies (e.g., Thompson & Lee, 2013). However, the factor of lack of physiological symptoms and fear of negative evaluation can be considered unique to the participants in this study. The comparison of the LLCA profiles between students of different levels of multilingualism show that each level of multilingualism has a distinct LLCA profile. The factor of low self-confidence in speaking English predicts the membership of the groups most significantly. The findings of this study may guide language practitioners in developing appropriate learning and teaching procedures that can address learners’ anxiety in English language classes and sheds light on the field of research on LLCA and multilingualism. More importantly, the study shows that students with different levels of multilingualism experience LLCA differently where this also has pedagogical implications.

Azlin Zainal is a Senior Lecturer at the Faculty of Languages and Linguistics, University of Malaya. Her research interests include second language teacher education, second language writing, task-based language teaching, and technology in language education.

2-PO-8F-1

The Effect of Working Environment on College EFL Teachers’ Occupational Well-being: Taking Universities in Wuhan, Hubei Province as an Example

Banban Li

Teachers’ occupational wellbeing will affect teachers’ performance, thus the students’ wellbeing and academic achievement. So it is important to keep and heighten teachers’ sense of their occupational wellbeing. Among many factors that may affect teachers occupational wellbeing, the working environment esp. the perspective of the school environment is scarcely researched. Drawing on the Resource Conservation Theory and the Work Demands and Resources Theory, with 614 EFL teachers from 11 university in Wuhan, Hubei province as the subjects, the current research explores the effect of working environment on EFL teachers’ occupational wellbeing, and discusses the possible strategies to improve their occupational wellbeing from the perspective of working environment. The research is conducted through questionnaire, supplemented by interview.

The exploratory factor analysis and confirmatory factor analysis are employed to verify the validity of the constructed College EFL teachers’ Working environment inventory and the borrowed Teachers’ occupational wellbeing inventory. Descriptive analysis, Pearson Correlation analysis, regression analysis and structural equation modeling are used to analyze the effect of different dimensions of working environment on EFL teachers’ general occupational wellbeing and its 4 dimensions. With the quantitative and qualitative data analysis the following conclusions are drawn.

First, the teacher occupational well being inventory consisted of Teacher Burnout and Teacher
Job Engagement is verified to be applicable in the Chinese EFL teachers in university. Second, the descriptive analysis of the college EFL teachers’ occupational wellbeing shows that in general, they are in a medium level of occupational wellbeing. Third, the descriptive analysis of teachers’ perception of their working environment shows that all the six dimensions of working environment are perceived to be at medium level. Fourth, the motivational process of the work demand and resources model is testified in the present research. Teachers’ perception of autonomy, social support from colleagues, social support from students and feedback affect different aspects of occupational wellbeing and to different extent.

Banban Li is a Ph.D. in applied linguistics, the EFL teacher training program coordinator at the International Language Research and Development Center in Higher Education Press. She had been a lecturer in the foreign Languages School in Changshu Institute of Technology for 3 years. She has authored/co-authored 5 papers in refereed journals of applied linguistics and teacher development at home. Since 2013, she has designed and organized more than 20 EFL teacher professional development workshops overseas and in China.

The Predicting Roles of Approaches to Learning, L2 Learning Motivation and L2 Learning Strategies on English Language Proficiency: a Comparison between Mainland Chinese and Hong Kong University Students

Baohua Yu

This paper reports the results of a questionnaire survey conducted with 760 second language learners across 4 different universities in Hong Kong and Mainland studying English education for their bachelors. This research investigated the differences in backgrounds, integrative/instrumental motivation, learning approaches, leaning strategies and proficiency in L2 as well as the determinants of learning outcomes between Hong Kong and Mainland student groups. The results show that L2 proficiency is the strongest predictor of learning outcomes for Hong Kong and Mainland students. Moreover, integrative motivation as significant predictor of learning outcomes is found in both sample students. In addition, instrumental motivation, deep approach and learning strategies are also found to be significant predictors of learning outcomes for Mainland students. As the predominant group, Mainland students display lower levels of motivation, learning approaches, learning strategies, L2 proficiency in English as well as learning outcomes relative to Hong Kong students. Implications to teaching and future research are also considered in the paper.

Dr. Yu Baohua is currently an Assistant Professor at Hong Kong Institute of Education. Dr. Yu obtained her Ph.D at the University of Hong Kong and she has published in international refereed journals such as International Journal of Intercultural Relations, Journal of Multilingual and Multicultural Development and Language Teaching, and Australian Review of Applied Linguistics. Her major research fields are motivation in second language acquisition, applied linguistics and cross-cultural psychology.
Effective Ways to Teach Some Medical Terms  
Basan Tumenjargal

Terms are the basic key to improve the vocabulary of students. It is important for medical students to fully understand the meaning of them and correctly use not only for English learning but also for their future research works and research papers as well. Medical terminology is a language that is used to accurately describe the human body and associated components, conditions, processes and procedures in a science-based manner. This systematic approach to word building and term comprehension is based on the concept of 1. word roots 2. prefixes and 3. suffixes. Learning medical terminology is much easier once the students understand how word parts work together to form medical terms. For example, the word root meaning stomach is gastr. With the help of suffix -itis that means inflammation the students can form gastritis (inflammation of the stomach) using the combining vowel –o. In such manner students have the opportunities to form the following medical terms and understand them easily such as tonsillitis, appendicitis, laryngitis, bursitis, carditis and so on. In addition to that, when the students are able to guess at the meaning of a term on the basis of its word parts, they must always double-check for accuracy because some terms have more than one meaning. For example, a lithotomy is a surgical incision for the removal of a stone. However, lithotomy is also the name of an examination position in which the patient is lying on her back with her feet and legs raised and supported in stirrups. It is the preferred position for lithotomy surgery. This type of possible confusion requires the learning to use a medical dictionary and other resources to find the definition of a term is an important part of mastering the correct use of medical terms.

Tumenjargal works at the Foreign Language Center of the Mongolian National University of Medical Sciences. I have been teaching English language for 15 year since I graduated from the University of the Humanities. I obtained the Master degree of the Educational Studies on the topic of ‘Some issues on improving the contents of foreign language studentbooks’. In 2013, I entered the Doctor course and my research topic is aimed at analyzing the English-Russian-Mongolian translation of medical texts and proposing the final version of medical terms in Mongolian language.

The Effect of Formative Assessment on the ESP Students’ Vocabulary Learning  
Behzad Mahmoudy

Formative assessment is the pervasive technique used in learner-cantered programs to evaluate students’ achievements of course objectives. Despite the process-oriented nature of this evaluative technique, its application has been contentious at undergraduate and graduate levels. The present study sets out to investigate the effect of formative assessment on Iranian university undergraduate students’ achievement of vocabulary learning in ESP courses. The participants in the study included 40 male and female students in two intact classes who were randomly assigned as the experimental and control groups. The initial homogeneity of the participants was assessed via a t-test analysis.
of their scores on a vocabulary pre-test. During the five-week treatment, then, the Retroactive Regulation procedure of formative assessment was applied every session in the experimental group. The findings based on a sample t-test analysis of the post-test scores revealed that the experimental groups outperformed the control group and achieved significantly higher scores on the parallel vocabulary post-test. The findings underscore the facilitative impact of formative assessment and have pedagogical implications.

Behzad Mahmoudy is PhD candidate in TEFL. He has been teaching at the university for many years. His main interests are English Language teaching, testing and assessment, and awareness raising.

3-PP-811-4

Promoting Critical Thinking via Peer Questioning

Beilei Wang

This study is to investigate whether learners’ critical thinking can be enhanced by peer questioning. In the 4-month study, the learners were encouraged to pose questions based on oral presentations after receiving certain scaffolding. Individual learners’ question quantity and quality were measured based on the audios, learners’ reflective journals and teachers’ field notes. Learners’ critical thinking abilities were measured by CCTST and CCTDI. The findings reveal correlation between question quality and critical thinking, and divided opinions about question quality between question askers and respondents with regard to certain types of questions. The researchers continue to explore reasons for such consistency or inconsistency and provide suggestions on how to better scaffold peer questioning for future studies.

WANG Beilei is an associate professor in School of Foreign Languages, Tongji University, Shanghai. Her research interests are formative assessment, learner autonomy and ESP.

2-W-802-8

Holistic Communication or Simply Language? Training Interpersonal Skills

Benjamin Dobbs

A knowledge of the English language is, while of paramount importance, not all that a learner needs for international communication, especially in business. The question arises of what, as Business English teachers or trainers, should be the scope of our work with our clients. This talk will look at the relationship between linguistic, intercultural, functional and interpersonal competences and how these can be trained for working internationally. This workshop will look at methodologies and ideas for developing course participants for more holistic communication in English for international business, including intercultural communication and the interpersonal skills such as influencing, trust-building, decision-making and conflict-handling.

Benjamin Dobbs is a language and communication trainer and leadership coach based in the UK and
Working internationally.

Written Communication Errors in English of School Personnel of the Division of Quezon: Basis for Written Communication Enhancement Program
Bernadette A. Alonzo

The main objective of this study was to determine the written communication errors in English of school personnel of the Division of Quezon. This study used the discourse analysis method using the textual analysis technique for language analysis on the errors and the format of the assessed written communications. Quantitative approach was also used to in order to quantify the results gathered on the analysis of the data. 300 written communications from both elementary and secondary school personnel were assessed focusing on business letter format and structures, and the morphological, lexical, syntactical, and mechanical errors of the English language. The results were tabulated and analyzed, and were used as the basis for the development of the Written Communication Enhancement Training Program. The findings revealed that a number of errors have been committed by elementary and secondary school personnel in written communications in English focusing on business letter format and structures, and the morphological, lexical, syntactical, and mechanical features of the language. To improve and enhance more their written communication skill, the Written Communication Enhancement Training Program was developed. This special research provides significant data on the written communication skills of the school personnel focusing on their knowledge on letter format and structures, and the morphological, lexical, syntactical, and mechanical errors of the language. At the same time, a written communication enhancement training program was developed to enhance the written communication skills of the school personnel.

BERNADETTE A. ALONZO is an English teacher of DepEd Quezon National High School. She is currently writing her thesis for her master’s degree on Master of Arts in Education at the Southern Luzon State University - Philippines. She is a member of the Teacher-Researchers’ Association of DepEd-Quezon, Inc.

Teaching Skills in an Expanding Circle Country (A Survey on English Teachers’ Voices in the Exposure-poor Contexts)
Bibit Suhatmady

This is the first year study of three-year project that aims at developing models of EFL courses on teaching skills in pre-service teachers education for the context of ‘exposure-poor environment’ regions of Indonesia. In this first year study, the aim is to identify voices from high school EFL teachers’ preferences of teaching skills and their empirical-factual teaching skills they performed in the classrooms. The study is a mixed analysis on a survey and an in-depth interview to Indonesian
Senior High School English teachers who have been teaching in the acquisition-poor environment contexts of Indonesian remote regions. The result has revealed that based on the teachers’ voices stated in the questionnaire, most teachers preferred to use the most up-to-date teaching methods, followed the right beliefs about English teaching, were willing and able to involve the students in classroom task, however when implementing the real teaching, the teachers were aware that they should suit their way of teaching to the real class conditions where the students' motivation to learn English is low, their involvements in class as well as classroom task are poor, thus there are not more rooms to practice naturally as well as enough models of target language use in the classroom. Moreover, most teachers did not have any choices to be innovative because the government controlled everything in the curriculum such as ‘teachers should follow the evaluation system', ‘teachers did not have more freedom to self-develop materials, to decide more times for students to learn the subjects’ after class', to arrange the chairs in the classroom', etc. In a nutshell, there is a big discrepancy between what teachers’ teaching skills obtained when they were in pre-service teacher educations and the teaching skills which they should perform in real classrooms when they teaching after they become teachers.

Bibit Suhatmady is ELT lecturers in Mulawarman University.

2-PP-818-7

Flipping the IELTS Writing Class with the Aid of WeChat, Youku and Baidu Cloud
Bilu Zhuang

In a traditional teacher-centered classroom, the teacher gives lectures in class and students complete assignments to reinforce their understanding of the lecture content after class. By contrast, in a flipped classroom, students watch pre-recorded lecture videos prepared by the teacher outside the classroom, while in the classroom, they are engaged in some student-centered activities. In such a setting, the teacher does not play a leading role; instead, the teacher works as a facilitator in the classroom. Although the concept of the flipped classroom teaching has been known for years, the number of teachers who do actually try the new mode is still very small. There are a variety of reasons for not implementing the new teaching methodology; the class size, the curriculum, students’ and teachers’ readiness, and technology issues are some common barriers. Fortunately, I had a chance of designing my own IELTS Writing class, so I made the class ready for the flipped mode by removing some of the barriers. My attendance in 2015 TESOL Convention better equipped me with knowledge and practice of the flipped classroom. Moreover, easy access to WeChat, Youku and Baidu Cloud in China enhanced the feasibility of the new methodology. In the initial weeks, I encountered some difficulties in recording and uploading high-definition videos and ensuring students to watch videos. Students also reported difficulty in understanding my English instruction with the PowerPoint slides. Gradually, the students and I got accustomed to the flipped classroom and reaped great benefits.

Name: Zhuang Bilu
Education
University of Pennsylvania, Philadelphia, September 2009 - May 2011
How Can Critical Thinking Be Integrated in EFL Classes? A Case Study on Critical Thinking Teaching Practice at a University in Vietnam

Binh Nguyen

In recent years, critical thinking has attracted considerable attention in language education (Johnston et al. 2011; Richard 2003). This study aims to uncover the critical thinking teaching practice in tertiary EFL classes in a university in Vietnam and the possible barriers to the practice of critical thinking in this research context. In this study, the Cambridge Assessment definition of critical thinking (Black 2008) was used. According to this definition, critical thinking is an analytical process which requires an open-minded yet critical approach to one’s own thinking and that of others (Black 2008, p. 7).

This study drew upon document analysis, classroom observations and teacher interviews. The program curricula and course syllabus were analysed to determine if critical thinking was set as an objective. Four classes were observed over 12 lessons to identify the teaching techniques and questions that might promote critical thinking. Two of the classes were skill-based and two were content-based. Four teachers in charge of the four classes were subsequently interviewed to gain their perceptions about and the possible barriers to critical thinking teaching at the research site. Thematic analysis (Taylor & Bogdan 1984) was used to analyse the data.

The findings revealed there was evidence of critical thinking being practised in the research context; however, there existed the differences between the types of classes being taught. A number of factors from individual, institutional and national levels were found to influence the practice of critical thinking. The findings of this study suggest that critical thinking teaching is possible in foreign language education and in a non-Western context. However, to teach this skill successfully in this context, it needs consistent efforts at different levels. Moreover, while there is evidence of critical thinking practice, that substantive change such as this takes time.

Thi Thanh Binh Nguyen is a lecturer of English at Hue University of Foreign Languages in Vietnam. During her teaching English as a foreign language for Vietnamese learners, she got her interest in incorporating critical thinking in her English lessons. Currently, she is doing her Ph.D at University of Technology, Sydney. Her doctoral research is about the current practices of critical thinking in Vietnam.
2-PO-8F-22

A Study on the Impacts of Metacognitive Strategies on College Students' Vocabulary Proficiency
Binyu Yang

Vocabulary learning, which exerts decisive effects on the quality of language acquisition and communication, has attracted great attention and been given priority in second language teaching. However, rigid vocabulary learning and traditional vocabulary strategies turn out to be inefficient and ineffective. Metacognition, defined as “thinking about thinking”, means that the use of metacognitive strategies helps people with thinking and can lead to higher learning and better performance. Metacognitive strategies are composed of pre-planning, self-monitoring and self-evaluation, attaching great importance to learners’ autonomy and affording directions and guidance for students. In order to obtain the real effects of applying metacognitive strategies to vocabulary teaching and learning, the author conducted a five weeks' study among three junior college students, during which metacognitive training, questionnaires, weekly progress achievement tests and reflective essays are all included. This five-week' study revealed that: students believed that they benefited from this training and held positive attitudes towards this teaching experiment and learning process; students' vocabulary proficiency has been improved to some extent; three students gained different but quite evident progress in self-evaluation. However, after five-week's metacognitive training, students' metacognitive awareness in self-planning and self-monitoring declined to some extent according to their questionnaires and reflective essays, which should arouse our attention to examine the real correlation between metacognitive strategies and students' vocabulary proficiency.

1-PP-809-8

Grammatical Metaphors in Native and Nonnative Request Emails
Bita Asadi

The study investigates different types of grammatical metaphors in native and nonnative request emails. Results, Based on the expressions, showed the frequency and functions of the grammatical metaphor used in the native's varies from the nonnative's.

Bita Asadi is the PhD students at Shahid Chamran University of Ahvaz, Iran.

1-PP-805-2

Blogging or Paper-and-Pencil Writing? Iranian Case
Bita Asadi

The effect of blogging on improving Iranian students’ writings is going to be investigated by surveying the 5 last writings of the 25 university students in two groups after instructions. Results showed evidences in favor of the students used blogging in their writing.
Linguistic Energy Theory Applied to the Morphemes with the “Silent Letters” of the English Words

Boaz Choi

Accurate pronunciations of the words with the letters that are not pronounced frustrated the non-native speakers of English. For the struggling students, however, there has been no linguistic theory that provides systematic explanations for the seeming idiosyncrasy other than blind memorization.

The purpose of this paper is to introduce a new linguistic theory, “Linguistic Energy Theory” developed by the author in order to assist students/teachers to learn and/or teach English pronunciation accurately. The newly formulated concept of linguistic energy can enhance the efficiency of the English education, especially in Asia, due to its closer relevance.

There are three sections in this paper which deals with a comprehensive linguistic theory and English pronunciation of the morphemes including letters which are not pronounced.

First, the author introduces the problems of the English teachers and students in Asia struggling with the complex system of English pronunciation focusing on the morphemes with the silent letters.

Next, a new linguistic theory is presented by introducing the essence of language, “energy,” followed by the linguistic energy levels of consonants and vowels, followed by its application to the English morphemes with letters not pronounced, focusing on the reasons and principles for each category of pronunciations based on the linguistic energy levels.

Finally, new principles for the accurate pronunciation are presented for various examples: e.g., the correct pronunciation depends on the amount of linguistic energy of each morpheme and its flow within a given syllable and linguistic environments.

Using the aforementioned theory and its application to the morphemes with silent letters, the author proposes a scientific approach to learning/teaching the accurate pronunciations by providing the reasons and principles for the correct pronunciations.

Boaz B. Choi, Ph.D. from the University of Texas at Arlington, a linguist, associate professor, and dean of the Graduate School of TESOL in Mongolia International University, has been developing a comprehensive linguistic theory, “Linguistic Energy Theory,” which can be applied to multiple linguistic levels, from morphemic to discourse levels. His theory covers a broad range of linguistic fields including the agent, essence, and origin of language which serve as the foundation for the linguistic analysis and language learning and teaching. This practical theory is effective in describing various linguistic phenomena and teaching English especially for non-native speakers of English.
The Effectiveness of Specially Designed Classrooms for English Learning in Korean Primary School

Boyoun Kim

The purpose of this study is to evaluate the effectiveness of specially designed classrooms for English learning (henceforth SDCE) in Korean public primary school, and to suggest the efficient way of establishment and operation of SDCE. They have been established in public schools from 2008 in South Korea to strengthen the public English education. As a result, most of public schools maintain at least one SDCE, and they were managed and operated for English education on their own. Although huge amount of budget has been invested; however, there is no statistical analysis of the achievements in English education caused by the project of specially designed classrooms for English learning. In this respect, this study reports the current conditions of the facilities and the status of use of them in Korea, and finally examines the effectiveness of SDCE through analyzing the relationship between English results in the national achievement test and SDCE. For this analysis, EDUDATA was utilized which is big data regarding education, provided by EDSS (edudata service system) in Korea.

Boyoun Kim - A graduate student in the department of English teaching, IGSE (International Graduate School of English), Seoul, S.Korea (currently)
- A teacher of Mundeok primary school in Seoul, S.Korea (on administrative/study leave)

Teaching English Collocations for EFL Learners in Korea

Byunghwa Kim-Hoffman

Both EFL and ESL learners have been diligently working on acquiring lots of fancy vocabulary and learning the rules of grammar. However, there are three questions still unresolved for both EFL and ESL learners and their teachers: (1) Can an (Asian speaking) English learner speak as fluently as a five-year-old native speaker? (2) What are the specific challenges for the EFL/ESL students when it comes to writing in English? (3) If EFL/ESL learners have already acquired advanced vocabulary and grammatical patterns what are the missing pieces that still need to be filled in? Recent developments in corpus studies have greatly expanded TEFL educators’ knowledge of collocations, idioms, and other multiword units. The crucial key to ending the long battles for EFL/ESL learners is to recognize collocation expressions and be able to use them in their everyday writing and speech. Collocation is a fundamental stepping stone necessary to achieve fluency for EFL/ESL learners. Collocation teaches the EFL/ESL learners to properly combine two or more words according to their appropriate social and cultural context and their usage as English expressions. Collocations fall into two main syntactic groups: grammatical collocations and lexical collocations. A challenge in teaching collocations is deciding how to identify a strong pedagogy to present the best colloquial expressions to the EFL/ESL learners. This presentation is going to point out: (1) Collocation is organized around 10 patterns that pairs verbs adverbs, adjectives, prepositions with specific nouns all drawn from the elementary
school vocabulary. (2) Collocation uses Korean expressions familiar to EFL/ESL students and relates these expression to their English equivalent. The activities teach students the social and cultural intricacies that give English collocations their meaning when they are combined as expressions. (3) Rather than memorizing vocabulary out of a dictionary, Collocation teaches EFL/ESL students to use English taking into account the way specific combinations of words shape how each expression is defined according various contexts. Key Words: corpus studies, collocations, lexical or grammatical collocations

**Byunghwa Kim-Hoffman** was born in Gwangju, Korea. She has authored the Collocation series and several other textbooks for English Moumou in Korea. She graduated from California State Los Angeles University with a B. A. in the field of History. She is a MA student and studies creative writing at Wesleyan University in Connecticut.

**Bringing Teachers on the Arduous Journey to Action Research: a Vietnamese Experience**

Canhle Van

While action research has been promoted globally for decades, it was almost unknown to Vietnamese teachers until very recently. This paper tells the story about how the challenges that emerged in an action research training course for a group of high school EFL teachers in one Vietnamese province were addressed by applying an action research approach. Although the journey was arduous, the initial results were quite promising. This experience is food-for thought for any plan to engage teachers in action research in contexts where the resources are limited and teachers are both unfamiliar to and unmotivated for action research.

**Le Van Canh** is Associate Professor of Applied Linguistics at Vietnam National University, Hanoi, where he has been involved in teacher education for more than three decades. He is also an Executive Member of Asia TEFL Association and an editorial member of the Journal of Asia TEFL. He has published extensively in the areas of teacher education and contextually responsive pedagogy. His most recent publications include Great Expectations: The TESOL Practicum as a Professional Learning Experience (TESOL Journal), and book chapters in Contemporary Task-Based Language Teaching in Asia edited by M. Thomas and H. Reinders; Secondary School English Education in Asia edited by B. Spolsky and K. Sung; Conditions for English Language Teaching and Learning in Asia edited by K. Sung and B. Spolsky; and Code-switching in University English-Medium Classes: Asian Perspectives edited by R. Barnard and J. McLellan.

**The Effect of Using Jigsaw 1 Technique to Improve Student’s Reading Comprehension Ability**

Caroline Katemba

This research is entitled “Effectiveness of Utilizing Jigsaw 1 towards Improving Students’ Reading
Comprehension Ability. Experimental design was used in this study. The participants of this study were two classes of grade 8 of junior high school in Parongpong Bandung, Indonesia; each class consisted of 32 participants in grade 8A as the experimental group and 33 participants in grade 8B as the control group. The Experimental group was taught using Jigsaw 1 Technique and the control group was taught using conventional technique. This study intended to seek answer on the question; Is there any significant difference on the effect of reading comprehension between those students who are using jigsaw-1 and those who are taught through conventional method. This research was divided into three steps: giving a pre-test, treatment (Jigsaw 1 Technique) and the last giving post-test. Data analysis shows that, there is a significant difference in the reading comprehension ability between those who were taught using Jigsaw 1 technique and those who were taught using conventional technique.

Caroline V Katemba-Tobing, PhD. is a professor and Director of University Research Center and Community Service at Universitas Advent Indonesia, Bandung-Indonesia. I have been in the field of teaching for 25 years and have been conducting and published many research works in the “Vocabulary, Writing, Reading, Language Teaching Pedagogy” Lately, I also have been involve in CALL-Computer Assisted Language Learning and MALL-Mobile Assisted Language Learning where I have a couple of research done.

Evaluation of Mother Tongue-based Multilingual Education Learning Materials in the Division of Calbayog City

Catherine B. Rodriguez

Learning materials are essential tools for learning. As such, any academic community must ensure that learning materials serve their purpose of bringing out effective teaching-learning process. With this fundamental tenet, the study aimed to determine the status on the use of mother tongue-based multilingual education learning materials in the Division of Calbayog along the aspects of content, extent of usage, comprehensibility, suitability, acceptability, authenticity and sufficiency. Six hundred forty (640) respondents coming from 47 public elementary schools in the Calbayog City Division were purposively selected. Researcher-made survey questionnaires were used and interpreted through quantitative-qualitative approach using triangulation process were methods employed in data gathering.

The general findings and conclusions of the study revealed that: 1) public schools are still mostly dependent on the government for their learning materials especially textbooks; 2) teachers are not equipped with technical know-how and lack resources, skills and competence in developing high standard and high quality learning materials; 3) teachers are constrained on how to deliver their lessons completely and effectively; 4) the government is not well prepared in the implementation of the MTB-MLE curriculum, especially in providing technical and logistical support; 5) learners do not get optimum exposure and experience in other types of materials which could enhance learning; 6) the materials need more improvement as they barely meet the conditions set for quality materials; 7) absence of authenticity of materials somehow affect the attainment of objectives set for MTB-
MLE curriculum; and 8) the quality of teaching in MTB-MLE instruction is affected in the absence of learning materials, especially textbooks in some core subjects like Mathematics, Filipino, MTB (as subject), and Edukasyon sa Pagpapakatao.

The researcher therefore recommends that the government must provide more and varied learning materials to address insufficiency, more teachers training on materials development must be conducted to address the need for development of more learning materials, conduct of technical evaluation along the areas the areas of content, acceptability, suitability, and authenticity to address poor quality of extant MTB-MLE learning materials; and development of more and varied learning materials taking foremost into consideration authenticity.

CATHARINE B. RODRIGUEZ, DA is a regular faculty member with a rank of Assistant Professor 2 of the Northwest Samar State University, Calbayog City, Samar, Philippines and is currently teaching English and Research subjects among college students of the University. She completed her doctorate degree in Doctor of Arts in Language Teaching at Leyte Normal University in SY 2014-2015.

1-S-819-6

Ethics and Knowledge in Intercultural Communicative Competence: a Dialogic Approach to Classroom Interaction as the Basis of Knowledge Building and Intercultural Ethics
Catherine Matsuo

Michael Byram’s Intercultural Communicative Competence model is increasingly influential in national governments’ curricula for foreign language education in countries in the Asia Pacific region. The model has been criticized for its conception of culture (Kramsch, 1989; 1999). From an Asian perspective, questions have been raised about the model’s viability outside Western Europe and North America (Chen, 2009, in Byram, 2012). In this paper, I address two crucial elements of Byram’s intercultural competence element which have not received much critical attention but which require particular scrutiny in an Asian context: ethics and knowledge. I use Mikhail Bakhtin’s dialogic theory of language/speech communication to show that the model’s foundational structural linguistic theory of language (Matsuo, 2011) cannot in fact be used to teach its intercultural component because language-as-system is not capable of challenging students’ identities (Kramsch, 2009) or having them relativise their own culture. Next, I use dialogic theory to argue that the model’s normative ethics is untenable for foreign language pedagogy even within Europe but that in Asia, the model’s Enlightenment/Universal Human Rights-inflected ethics creates significant difficulties not just because of the historically specific context and discourse in which this ethics is articulated but also for the knowledge and discourse required for a teacher to implement it in a classroom. I will show, using transcripts of classroom interaction in a Japanese university, how using a dialogic approach to language, i.e. language-as-DISCOURSE, not language-as-system, how it builds knowledge co-constructively between teacher and students and how students contribute to that knowledge because of and through the discourse of their target and native languages. The transcripts further demonstrate that intercultural ethics, rather than being a matter of applying mandated rules, inhere in specific communicative acts, i.e. in the speech genres through which social situations are expressed and resolved.
Catherine Matsuo is a professor in the Department of English at Fukuoka University where I specialize in Speech Communication. In the 1990s my main area of interest was genre theory and pedagogy but as globalization has accelerate I have come to think that genre is not flexible enough for educating global communicators today. I have studied Bakhtin’s dialogic theory since the late 90s and am using it to propose a foreign language pedagogy based on discourse. I am using dialogic theory to try to understand what intercultural communication is and what it requires in a pedagogy.

Language Policy of the ASEAN Member States: Working Towards the ASEAN Integration 2015
Cecilia Genuino

With the implementation of the K12 curriculum in the Philippines, the Mother Tongue Based-Multilingual Language Education also known as MTB-MLE policy is adopted. Contradictory to the previous language policy of the country, the MTB-MLE delays the exposure of the learners to English since it will only be used as medium of instruction and be one of the subjects when the learners reach the Grade 3 level. Likewise, English courses offered to the tertiary level are reduced from the CHED mandatory 9 units to only 3 units. The said language policy then receives different reactions from different sectors.

In connection with the ASEAN integration, this paper is an attempt to document the existing language policies of the ASEAN member states which include Brunei, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam. Specifically, this attempted to answer the questions: (1) At what grade level, is English used as medium of instruction among the ASEAN member states; (2) When is English offered as one of the courses across the member states; and (3) What English courses are included in the curriculum of the tertiary level across the ASEAN member states?

Research data were gathered online and analyzed by identifying the provisions that would clearly illustrate the existing language policies among the ASEAN member states specifically focusing on using English as medium of instruction in the classroom and the offering of English as one of the courses in the tertiary level.

Initial findings of the paper show differences on the language policies and the use of English as medium of instruction across nations. The number of English units offered in the tertiary level by the different nations also varies.

Dr. Cecilia F. Genuino is a faculty member of De La Salle University, Manila and De La Salle University-Dasmarinas, Cavite. The courses she usually handles in the two universities include Grammatical Structure of English, Structure of English, Syntax, Foundations of ESL, Semantics and Pragmatics, Discourse Analysis, Sociolinguistics, Second Language Acquisition, English Research and English Communication. Her research interest includes language policy and planning, English language teaching, discourse analysis, semantics, pragmatics, syntax and sociolinguistics.
Students as Producers: Reflections on the Use of Videos for Collaborative Learning
Cecilia Murniati

Studies on beliefs about grammar teaching and learning suggest that English learners prefer to learn grammar through meaningful tasks. The researchers will present their students’ reflections on their collaborative learning experiences after they created videos for class projects. Using the theme Reviving the Past, the videos were intended to reinforce the use of the most common tenses (past, present, and future tenses), increase students’ engagement, and to encourage teamwork among students. In the video project, students were required to research interesting facts about the history, the current condition, and the preservation plans of a cultural site or heritage. The participants in this study are students in grammar class in Soegijapranata Catholic University, Indonesia. Students’ reflection journals suggest that students understood the grammar points better because of the opportunities to create story boards. They reported that they liked to act out and apply the tenses to tell a story or give information about a particular topic. Some students were more concerned with the dynamics of teamwork and scheduling instead of the tedious work in creating a short video. Some teams could not perform well because some of their members were often absent. Arranging schedules was difficult because of their tight class schedules. Technology, according to our participants, was not the major obstacle since they were already avid users of video-editing applications.

Cecilia Murniati is a faculty member at Soegijapranata Catholic University in Semarang, Central Java, Indonesia. She received her Ph.D degree in Educational Policy and Leadership Studies from the University of Iowa, U.S.A. Her research interests include teaching and learning in higher education, the integration of technology in the classrooms, and educational policies. In addition to conducting research on English grammar teaching, she has involved in studies on technology-infused classrooms in the University of Iowa. She is also one of the editors for e-text book project in University Network for Digital Knowledge (UNDK), a project funded by the United Board.

English Grammar Features of Chinese College Students in the Peer-peer Interaction
Chan Kyoo Min

With a rapid development of Asian English language teaching (ELT) context, studies on how nonnative speakers use English varieties when communicating with other nonnative speakers have drawn more attentions. As one of Asian Englishes, Chinese English is attracting interest. Under the influence of Chinese language, culture and thinking patterns, Chinese English is expected to carry some typical linguistic features in the aspects of phonology, lexis, grammar etc. Adopting a conversation analysis method, this study aims to generalize the distinctive grammatical features of Chinese English used in peer-peer interaction among Chinese interlocutors, to prove the objective existence of Chinese English and its intelligibility and acceptability, and to put forward suggestions for the improvement of English teaching. 64 students from H University in mainland China will be
involved in this study. All of them possess an intermediate language proficiency level with no foreign experience. Conversations made by the subjects will be recorded, transcribed, and analyzed based on Conversation Analysis method. The results will be described in comparison with the “standard grammar norms” (common core shared by standard BrE and AmE). Some practical suggestions will be made in relation to English instruction in China.

Chan Kyoo Min is professor of English Education Dept. of Korea National University of Education, Korea. His research interests include English teacher education, English curriculum development, Foreign language policy, Asian Englishes, etc.

1-PP-809-7

Assessment Literacy of Lecturers at a Malaysian Public University
Chan Swee Heng

Accountability systems are important for higher education and they are often linked to the credibility of assessment literacy of lecturers. Lecturers are responsible for 'report cards' that act as benchmarks of student learning processes and outcomes. Therefore, assessment literacy of lecturers is of prior importance as institutions rely on lecturers to assess students’ content knowledge and skills. The question that arises is whether lecturers have been provided sufficient and appropriate knowledge of assessment methods or whether assessment has been left much to the idiosyncrasies of the lecturers. This study seeks to establish the level of assessment literacy among lecturers and investigate common assessment practices. The methodology involves a survey questionnaire administered to 75 lecturers from different disciplines at a Malaysian public university. Findings show the state of assessment literacy among lecturers who essentially are academics but may not have gone through assessment training to discharge an important part of their professional responsibilities in the context of teaching and learning.

Chan Swee Heng (PhD) is a Professor at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia. She teaches courses related to English studies at both the undergraduate and post-graduate levels.

1-PP-810-4

Connecting Personality Traits to Communication Skills of TESL Trainee Practitioners in Malaysia
Chan Swee Heng

A TESL teacher training program is multidimensional. The program would cover relevant content courses as well as address other issues such as that of personality traits and communication skills. The program generally would help to develop composite holistic characteristics of a teacher. This study investigates personality traits and their co-relation with communication skills among TESL trainee practitioners. The personality traits are openness, agreeableness, conscientiousness, neuroticism and extraversion while the communication skills refer to those of the interpersonal
skills, verbal-linguistic skills, motivation, altruism and self-regulation. The data was collected from two groups of respondents comprising 277 TESL trainee practitioners and 48 lecturers from TESL programmes in four different teacher training institutes in Malaysia. Several co-relational hypotheses were tested using chi-square, independent t-test and ANOVA, investigating whether personality traits are associated with communication skills. Findings suggest that out of five personality traits, only openness supports the hypothesis. The other four traits are rejected at 95% confidence level. Therefore, it would be more meaningful to study the openness trait than concentrating on other personality traits. In addition, they should improve the other personality traits which are insignificant in contributing to the communication skills. Thus, it would be pertinent for teaching training programmes to profile personality and be aware of its influence on communication skills.

Chan Swee Heng is a Professor at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia. Her research interests lie in the area of Applied Linguistics, particularly in the area of Language Assessment.

A Comparative Study Between Students’ Expectations and Actual Practice of Chinese Bilingual Education — a Case Study of Fluid Mechanics Course in XJTU

Chang Lu

Bilingual education has become one of the most heated-discussed topics in the field of foreign language teaching in China since the issue of national education policy for promoting content-based bilingual education in 2001. In the last decade, a large number studies on this topic were conducted in China; however, most of them are research reviews, and seldom experiments, interviews, or other empirical studies have been done. This study was carried out in a selective course—Fluid Mechanics—in Xi’an Jiaotong University based on questionnaires and in-class observation for the purpose of exploring the gap between students’ expectations for bilingual class and the teaching realizations. The subjects of this research were 57 sophomores from the Department of Energy and Power Engineering of XJTU. Their in-class activities and performances were observed by two researchers. After the observation, they were asked to complete a questionnaire which was designed according to their expectations for the class and their actual performances. Different kinds of statistical computation and were then conducted to compare students’ expectations and the teaching realizations, trying to find out the advantages and flaws of current bilingual education in XJTU, hoping to shed some lights on the progress of bilingual education in China. The major findings are as follows: in general, students have strong needs and high standards for bilingual educations, but they lack the confidence for their adequacy for bilingual education, for they think they cannot thoroughly understand the content of the class; second, according to in-class observations and results of questionnaires, although the teacher of the class are highly qualified for the bilingual class in both language proficiencies and professional abilities, she does not meet the students’ higher standards; third, students show highest degree of satisfaction on the teaching methods which are adopted by the teacher, especially on the methods of terminology explanation and in-class interaction. Besides, through the comparisons between high-level and low-level learners, it is found
that students can benefit from bilingual education only if their levels of foreign language reach a certain level. That calls for the construction of a system for evaluating students’ foreign language proficiency and the practice of bilingual education.

Study on the Effects of Guessing Strategy with Dictionary Use on Vocabulary Retention
Changsook Kim

This paper aims to investigate whether or not there is a difference between the two vocabulary learning strategies in the light of vocabulary retention: looking up unknown words in a dictionary without guessing the meaning and with guessing the meaning of unknown words first and then confirming the meaning in a dictionary. When teaching reading, even though teachers and national curriculums emphasize the importance of guessing the meaning of unknown words using contextual cues, but not much the research has done with the use of the dictionary. I’m going to replicate Iwai (2000), altering some variables like subject group, text and dictionary type. I am going to conduct an experiment with more target words and more subject numbers than the original study. As the researcher of the original study and Ronald (2006) point out, the relatively small numbers of both participants and target words of the original paper is needed to be rectified in further studies to verify the original finding. The subjects for the experiment will be third-year middle school students who live in an urban area near Seoul in Korean. About 80 students will participate in the study. I am going to use online dictionaries instead of paper ones of the original study. One group will get an instruction of Nation (2008)’s guessing from context strategy and do the reading of the text just like the Guessing group of the original study, while the other group will do the reading only with the dictionary. I expect my experiment will also verify the effectiveness of using the context first and then using the dictionary for vocabulary learning. Based on my findings, I will suggest teaching the guessing strategy systematically and dictionary reference skills in English class.

Changsook Kim is an English teacher. I had taught English in secondary schools in Korea for 27 years. I have two years off from my teaching career and currently I am taking a M.A. course, majoring English Language Teaching (ELT) at International Graduate School of English, Seoul, Korean. I have studied English teaching principles and methodology, developing teaching materials, dictionaries, designing language curriculum.

Are We in the Center or the Periphery? An Investigation into the Perspective on “Professionalism” of ELT Practitioners
Chapa Welagedara

Professionalism of ELT practitioners has come to the forum of Education in the 21st century as an essential soft skill to be inculcated and improved in order to uplift the current standards of English language teaching. This is being discussed both in the local and global forums irrespective
of the fact whether it is being taught as the first language or the second language. Therefore this study focused on investigating the perspective on professionalism of the ELT practitioners in Sri Lanka within the framework set by the global forum of English language Teaching Enterprise. The study was conducted with the data collected through a questionnaire from 100 teachers of English, teaching in government schools in all the nine provinces of Sri Lanka. In addition 20 Officers in higher positions, directly connected to English language teaching were interviewed using a semi-structured interview schedule to evaluate the peripheral view point regarding the issue. The research findings determine the fact that perspective on Professionalism of ELT practitioners in Sri Lanka which is a representative of Asian locality is to be redefined in order to co-exist with the global perspective on professionalism of ELT practitioners.

Chapa Poornima Welagedara is an Assistant Lecturer of the Department of English at the National Institute of Education in Sri Lanka have 22 years of experience of teaching English to the students of secondary classes. I obtained my Bachelor of Arts Degree from the University of Sri Jayawardenapura, Sri Lanka with a second class lower division pass and completed my MA in Linguistics at The University of Kelaniya, Sri Lanka. I received my teacher training as a teacher of English from the Teachers’ College, Maharagama in Sri Lanka. I obtained the Diploma in Teaching English as a Second Language (Dip/TESL) from the National Institute of Education (NIE) in Sri Lanka and also obtained the Diploma In English for Teachers of English from the University of Colombo, Sri Lanka.

Phonological Changes in Cantonese-English Code-mixing for ESL Learners in Hong Kong
Chen Hsueh Chu

The purpose of this study was two-fold. First, this study identified how ESL learners make phonological changes of English words in a code-mixing context and investigated whether learners of various proficiency levels produce these words differently. Second, it examined ESL learners’ attitudes towards Cantonese-accented English and code-mixing in the classroom context and explored the relationship between English proficiency and the use of code-mixing. Two groups of learners were recruited to participate in the research, where each represented the high-proficiency (HP) and mid-proficiency (MP) samples of participants, according to their results in English public exams. A specially designed code-mixed script, an English translated version and a list of isolated English words served as the tasks for collecting phonological data, where any phonological variations of the same collection of words across the three tasks were recorded and analyzed. A questionnaire survey was then used to examine participants’ opinions on code-mixing and its effects on pronunciation learning. The results showed that HP and MP learners pronounced numerous words similarly in a Cantonese-accented manner; however, MP learners were less likely to switch back to the correct pronunciation when the context of code-mixing was changed to pure English or when given a list of isolated English words. For instance, HP participants tended to replace the /r/ with /l/ only in the context of code-mixing but not in pure English and isolated words, whereas MP participants were observed with this consonant substitution across the three contexts. The survey results found that MP learners tended to be slightly more positive towards Cantonese-accented
English and the use of a mixed code in English as a medium of instruction (EMI) classrooms. Nonetheless, the use of code-mixing was less preferred in English lessons for learners of both groups. Both groups considered Cantonese-accented English as a symbol of identity as Hongkongers.

Dr. Chen Hsueh Chu Rebecca is currently assistant professor in the Department of Linguistics and Modern Language Studies, the Hong Kong Institute of Education. She has been investigating a wide range of issues in inter-language phonology, experimental phonetics and computer assisted language learning. Recently Dr. Chen and her research team have completed the construction of one publicly accessible corpus-based pronunciation learning website (http://ec-concord.ied.edu.hk/phonetics_and_phonology/wordpress/), which provides a spoken corpus of the English of Hong Kong and Mainland Chinese learners (http://corpus.ied.edu.hk/phonetics/), a wide range of resources and exercises for pronunciation learning and teaching, and a Praat beginners’ manual for acoustic phonetics research.

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Hedging in the Conclusion Sections of Research Articles: an Intercultural Analysis of Chinese and Anglo-American Academic English Writers

Chenghui Chen

Due to the dominance of English as the international language of scientific communication, L2 academic writers with different L1s need to enhance their L2 pragmatic competence and make rhetorical and stylistic accommodations to the Anglo-American academic discourse norms to publish their academic work in English-medium journals. Hedging strategies, among other things, are one of the important indicators of L2 pragmatic competence in academic writing. Based on self-built corpora and with Crompton’s taxonomy of hedges as the conceptual framework, we made an intercultural analysis of the hedging devices in the conclusion sections of applied linguistics research articles written in English by Anglo-American and Chinese scholars to answer an overarching question: “To what extent did the two groups of academic writers differ in hedging?” Results indicate that: 1) Chinese and Anglo-American writers did not show statistically significant differences in the frequency of using most of the categories of hedges except for one subcategory; 2) both groups showed a similar pattern in the choice of various categories of hedges; 3) both groups used hedges that demonstrated differences in linguistic representations. These results are discussed in relation to intercultural rhetoric and L2 academic writer pragmatic competence.

Chenghui Chen holds a MA in Applied Linguistics from Guangxi Normal University. He is Lecturer, School of Foreign Languages, Nanjing University of Finance and Economics, China. A member (2007-2009) of AILA, he is currently interested in L2 writing, L2 pragmatic acquisition, TESOL, and language learning strategies. As the principal investigator, he has finished a research project “Online English Teaching and Training for Improving Students’ Speaking and Listening Skills” (B0608) funded by Nanjing University of Finance and Economics. He is the recipient of the Distinguished Teaching and Research Award in 2012 from Nanjing University of Finance and Economics for his achievements in teaching and research. He has published his research in Chinese journals, with a recent one , “An experimental study on the L2 listening and speaking-to-write approach based on memetics”, being published in Foreign Language World, a top
An Analysis of Communicative Strategies Used by the Chinese Mainland English Speakers and Their Interlocutors Within the Asian Corpus of English (ACE)

Chenwei Su

Studies of English as a Lingua Franca believe that speakers tend to adopt communicative strategies to negotiate fluid meaning and diverse culture with their interlocutors from various ELF contexts to ensure mutual intelligibility and establish in-group solidarity. However, some English teachers in China still doubt the diversity and pragmatic feature of ELF interactions. Therefore, it is urgent to change their attitude of centering American and British English norm in classroom practice. To provide more valid evidences of successful communication between ELF speakers, this study attempts to investigate the use of strategies by Mainland Chinese within Asian Corpus of English in utilizing the study of Kirkpatrick (2010) as the theoretical framework.

Chenwei Su, Female, MA student of English Language and Literature Teaching, Ateneo de Manila University. Her research interests are: communicative strategies, English as a Lingua Franca, and intercultural communication.

Reducing Classroom Anxiety in the TEYL Class

Chetlal Chaudhary

The trend of “Teaching English to Young Learners” has been sparked a growing interest around the globe than ever before. Since, teaching young learners is not like teaching adults, they have their own way of learning. They do not want to feel any kind of anxiety during the live class, instead, the younger learners prefer to play and have fun so the learning and teaching process should be suited with nature of the children themselves. One of the forms of fun activities for children is via the games, songs and rhymes. In the new era, it needs to explore and use new approaches and methodologies. The session is based on the U.S. Government sponsored E-Teaching online course conducted by the University of Oregon which tries to explore the challenges of teaching English for the children of an L1 speaker and at the same time it focuses to the language content input via the fun learning activities. The presenter will demonstrate and discuss on both authentic and web materials (and share) which are based on learner centered activities (video, songs, rhymes, games), visual, auditory, kinesthetic, holistic use of language and Total Physical Response (TPR). The presenter will also demonstrate various fun learning methodologies for example “What is missing?, is it….or… question, language dice, talking volleyball, Yak and Yeti, simple yes/no questions that turns to a game in groups or individual and practically demonstrates to contextualize the language class. Krasen’s “Affective Filter Theory” will be applied to lower the classroom anxiety.
Chetlal Chaudhary is Secondary level ELT teacher for over 20 years. He has attended in several trainings, workshops, conferences and demonstrated the sessions. He has recently completed an online training “Teaching English to Younger Learners” conducted by University of Oregon. He has designed several training packages for “Teaching to Primary Level Students.” He is a life member of NELTA and member of IATEFL. He is NELTA branch chairperson and at present he is coordinating with Nepal English Language Teachers’ Association(NELTA) centre. Recently he has got an opportunity to present his paper in The 7th Bangladesh English Language Teachers’ Association(BELTA) centre.

The Effect of Teaching Journal Writing on EFL Slow Learners’ Writing Accuracy and Fluency

Chiaki Baba

In Japan, universities carry out various types of entrance examinations, and many students enter universities without taking and passing an English examination. So students’ levels of English proficiency vary. Students’ personal circumstances and the class size make it difficult to teach English on a tertiary level in Japan. Some universities provide small classes, whereas others that have not reformed their English curriculum conduct large English classes. The presenter’s university is no exception. It is very difficult for teachers of large classes to cater to each student’s needs. One way to effectively teach in such a situation is to build rapport through writing tasks and feedback. In this study, the presenter gave students the assignment of journal writing and investigated its effect. The research questions of this study were: (1) Does slow learners’ English proficiency improve by performing the journal writing task? And (2) Do slow learners’ English composition writing accuracy and fluency improve through journal writing and teacher feedback? Sixty university students in Tokyo participated in this study. Before and after the research, they took the TOEIC Bridge test. For one semester, students wrote journal assignments as their homework once a week. After the data were collected, the presenter calculated the number of words, and number and types of errors in each student’s journal. There was no statistically significant difference between students’ pre- and post-TOEIC Bridge test scores. Thus, four months of writing practice did not affect slow learners’ English proficiency level. They would need more practice time to improve their English proficiency. As for accuracy, some students understood their grammatical errors and paid attention to English grammar while doing their journal writing, whereas others who did not look at instructor feedback repeated the same errors. As for fluency, some students wrote more sentences than they wrote at the beginning, but many wrote the same number of sentences each time. If these students continue writing journals, their accuracy and fluency will improve.

Chiaki Baba is an associate professor at Center for Fundamental Education, Teikyo University of Science, Japan. Her research interests include EFL writing, its assessment system, and developmental education. She is currently the chair of Headquarters International Convention Organizing Committee of the Japan Association of College English Teachers (JACET).
Influence of Teacher Factors in Teaching English in English
Chiaki Iwai

Teachers’ selection of the medium of instruction language (MOI) has been a controversial issue since MOI affects various aspects of second language (L2) teaching/learning, including learners’ motivation (Kim & Petraki, 2009), their L2 proficiency and understanding of instruction (Lee & Macaro, 2013), and learning effects (Storch & Wigglesworth, 2003). The MOI issue is especially important in contexts where the same L1 is shared between all students and instructors, as in typical EFL contexts, since the convenient L1 is often preferred both by learners and instructors regardless of its teaching/learning effects. Under such circumstances, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) enacted an official English education policy of “in principle, to teach English in English” in senior high school English courses. This policy was enforced in the school year of 2013, and its influence is expected to permeate gradually into college English education.

Reflecting upon this MEXT policy, the presenter organized a research team consisting of seven members affiliated with four universities in western Japan. The team aims at examining how Japanese college EFL learners’ preferences for teachers’ MOI selection changes longitudinally, by comparing students who were taught before and after the enforcement of the MEXT policy. Questionnaire surveys have been conducted, and about 3,000 responses have been collected so far. Analysis of the obtained responses indicates that the students’ expectations for the selection and use of an MOI by non-native English speaking teachers (NNESTs: in this case, Japanese teachers) saliently differs from their expectations of native-English speaking teachers (NESTs). Based on these findings, the presenter argues that reducing this gap in expectations towards NNESTs and NESTs is crucial in fulfilling the MEXT policy. Furthermore, this study will critically review the appropriateness of this policy.

Chiaki IWAI, Ph.D. in Applied Linguistics and a professor at Hiroshima City University, has been teaching Japanese college English learners for about 30 years. He is especially interested in L2 learners’ development of strategic competence and their use of communication strategies. His research interests also include the issues of interlanguage pragmatics and of English as an international lingua franca. He is a member of several academic organizations, including TESOL, AsiaTEFL, JACET, and JALT. Currently, he works as one of the board directors of JACET, and he represents a JACET SIG of Oral Presentation and Performance.

Exploring Changes in Motivation for Language Learning among Chinese EAP Learners in an English-medium University in the Mainland of China
Chili Li

This paper, following a socio-cultural perspective, reports on an empirical study concerning the dynamic nature of motivation among Chinese EAP learners when they transited to an EMI
university from Chinese-medium schools within a broader EFL context. Data were collected through questionnaires and semi-structured interviews over a period of one academic year. Descriptive and inferential statistical analysis using SPSS as well as qualitative content analysis using ATLAS.ti was applied to data analysis. The findings revealed substantial changes in the participants’ motivation after they had studied EAP for an academic year at the EMI University. The interviews further indicated that these changes were the results of the mediation of an array of socio-cultural factors in the EMI setting including studying content subjects in English, learning tasks, extracurricular activities, formative assessments, and other important factors such as teachers and peers. The present study illuminates the nature of L2 motivation as a socially situated construct which is responsive to context. The study also has pedagogical implications for English language teaching in EMI settings in Mainland China and other similar EFL contexts.

Chili Li is a lecturer of applied linguistics at the School of Foreign Languages, Hubei University of Technology, China. He obtained his doctorate in Applied Linguistics from School of English, the University of Liverpool, UK. His research interests include Applied Linguistics and EAP teaching in the Chinese EFL context.

2-PP-806-11

Evaluating Students’ Speaking
Chimed Suren

As we know the goal of language learning is communication. Unfortunately, in our situation our non-English major undergraduate students usually have poor speaking and listening skills because in high schools teachers mostly pay more attention to grammar in order to prepare their students for local and national assessment tests. There is a Chinese proverb that says:

“I hear and I forget, I see and I remember, I do and I understand.” If we let our students practice their English, they will learn more while they are speaking to each other. “As Jim Scrivener (2005) states, ‘Giving an opportunity and encouragement to speak will be a useful thing to do in class, and that (you hope) students can learn to speak by speaking.’”

We teachers, need to always try to do activities which focus on developing speaking skills, and then we need to evaluate our students’ speaking abilities to see if they are making progress. Our survey, which was conducted among 120 students from elementary to upper intermediate level and 38 teachers of the National University of Mongolia, showed that the teachers rarely evaluate their students’ speaking skills. Most teachers prefer paper and pencil tests to evaluate students’ language skills, which are not appropriate for testing speaking ability. Teachers do this because of their incomplete knowledge about concrete testing criteria and which language components should be tested. The presenter will introduce some methods of testing to evaluate learners’ speaking skills as well as she will discuss how she adapted a simple grading scale to test her students’ oral fluency for the last three years. Like the presenter, teachers adapt it too, and use and test it in their teaching. There is an old English proverb “Where there’s a will, there’s a way.”

Chimed Suren has been teaching English to non-major undergraduates at the National University of
Mongolia (NUM) as a senior lecturer since September 2006. Prior to NUM, she worked for high school for 20 years. She is holding a Master’s degree in educational studies earned from the University of the Humanities, Ulaanbaatar. As a national teacher trainer, she is actively involved in-service teacher training programs at the National University of Mongolia. She is an author of the book “English Grammar and Tests” for high school graduate students. Her field of study includes educational studies and teaching methodologies.

2-S-801-4

How to Design a Task-based Project for Effective English Learning?
Chinfen Chen

The paper aims to investigate the effectiveness and feasibility of task-based English learning activities under a severely competitive examination pressure and further offer some suggestions for designing effective task-based English learning activities. A quasi-experimental study implemented in a teaching environment severely influenced by the national united high school entrance examination was exempted. In the study, diverse instruments, combined with statistical analysis methods, were applied to collect data required to evaluate the effectiveness of the task-based English learning activities. Participants’ overall English abilities and their feedback towards the task-based learning activities were also measured to triangulize the value of task-based English learning activities. Based upon the research findings of the study, some suggestions for designing task-based learning activities are further offered.

Dr. Chen, Chinfen, obtaining Master Degree of Education from Harvard University in 1990, focusing on Interactive Technology in Education and Doctoral Degree of Bilingualism and instructional Technology from University of Massachusetts, Amherst 1999, is currently serving as Professor and Dean of College of Foreign Languages and Literature, at Providence University, Taiwan. Her professional expertise is in the integration of interactive computer technology into foreign language instruction, the design and conduction of pre- and in service English teacher training, and on the implementation and assessment of EFL education.

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Teaching Writing through Corrective Feedback: The Mediation of an Online Corpus-based Writing Error Treatment System
Ching-Fen Chang

Written corrective feedback (CF) has been intensively studied and hotly debated in second language writing. Although research findings about its effectiveness and usefulness have been mixed and controversial, CF is still widely used in L2 writing classrooms. In the past decades, with the advent of computer technology, compiling diversification of corpora for various purposes has become possible and feasible. Learner corpora, a type of corpora, provide language teaching a new resource. Although numerous studies have used learner corpora in L2 teaching and learning, very
few studies have attempted to adopt learner corpora which specifies CF for writing pedagogy.

The presentation reports part of an ongoing two-year project. The first half of the presentation introduces the construction of an online system in which a learner corpus is embedded. The learner corpus collects 2500 teacher comments on 573 college student writing homework from different writing courses in a university. Each teacher comment is tagged with one out of 58 error types. The system, serving as a search engine, displays the writing problems made by students and the correction and/or suggestion provided by the writing teacher. Specific annotations are provided for implicit teacher comments. The second half of the presentation reports a case study exploring how a writing course adopts the system as a teaching supplement and how the teacher and the students perceive teaching and learning through CF and the system. Both qualitative and quantitative methods are adopted to collect data from class observations, interviews, questionnaires, and student writing work. The research and pedagogical implication drawn from the study is expected to help writing researchers and teachers gain a better insight of CF and its use in L2 writing classrooms.

Ching-Fen Chang, PhD. is associate professor of Institute of TESOL and Language Teaching and Research Center in National Chiao Tung University, Taiwan. She has been teaching in English in higher education for over 10 years. Her research interests include computer-assisted language learning, L2 writing, and sociocultural theories in L2 teaching and learning.

Activity Designs and Instructional Practice of Voice Tube Videos for English Instruction
Chin-Wen Chien

Digital natives and immigrants learn and process the information differently. Digital natives can use more technology in the classroom. Compared to the digital immigrants, digital natives are expected to be more ready to use technology (Kárpáti, 2009; Meurant, 2006; Prensky, 2010). This case study analyzes a digital native’s instructional activity design and implementations of these activities among a digital immigrant. Data in this study included a video, activity designs, the digital native’s and immigrant’s reflection. Participants in this study included one digital native as a teacher and a digital immigrant as a learner. Based on the data analysis, this study has two major findings. First, the Voice Tube videos were authentic materials to arouse the digital immigrant’s English interests and motivation. Second, the digital native’s activity designs for comprehension quizzes and vocabulary quizzes helped the digital immigrant comprehend the Voice Tube videos. Suggestions on a digital native’s effective design and instructional practice of Voice Tube videos among a digital immigrant are provided.

Chin-Wen Chien received her Doctor of Education degree from the University of Washington (Seattle, USA). She is an assistant professor in Department of English Instruction of National Hsinchu University of Education in Taiwan. Her research interests include language education, language teacher education, and curriculum and instruction.
Using Scaffolding to Prepare Students to Read Texts
Chris Tebbe

“Scaffolding is a temporary structure that is often put up in the process of constructing a building. As each bit of the new building is finished, the scaffolding is taken down. The scaffolding is temporary, but essential for the construction of the building” (Gibbons, 2002, p. 10). Likewise, our students need extra support in their language learning, and that support can come from the principles of scaffolding.

This one-hour workshop is intended for primary school, junior high school, and senior high school teachers of English in mainland China. In this workshop the presenter will briefly introduce a theoretical framework of scaffolding (What is it? Why should we consider it? How can we use it?). Principles such as activating prior knowledge; promoting collaboration; utilizing graphic organizers; and integrating all four language skills of reading, writing, listening, and speaking will be featured.

The presenter will demonstrate several scaffolding methods that primary and secondary school teachers can use to prepare students to read a text. Chris will use actual texts from samples of Chinese primary and secondary school textbooks to show teachers how to directly apply the principles of scaffolding to their own teaching situations. Mr. Tebbe believes that this presentation will help teachers enhance their instruction for the greater benefit of their students’ English language learning.

Mr. Chris Tebbe is a United States Department of State English Language Fellow with the Regional English Language Office of the U.S. Embassy in Beijing, China. His host institution is Beijing Normal University, where he teaches academic writing to undergraduate students and regularly engages in teacher training for in-service junior and senior high school teachers. Mr. Tebbe completed his M.A. in TESOL at Teachers College, Columbia University in New York City, where he also served as a 4th grade content-based ESL classroom teacher in a New York City public elementary school.

Empowering, Preparing, Inspiring, and Connecting Future Indonesian Teachers through Camping
Christine Lewis

Presenters will share results from an intensive two-week pre-service camp called Camp EPIC (Empowered! Prepared! Inspired! Connected!) with 22 pre-service teachers from Indonesia and Timor L’este. The informal camp enabled participants to test teaching techniques while exploiting opportunities for language practice and intercultural experiences with English teaching professionals from Indonesia and the United States. Primary goals included 1) improving teaching and language abilities of talented students and 2) planting a grassroots professional network of young teacher ready to assume leadership roles.

University teacher preparation programs struggle to simultaneously provide adequate language proficiency, theoretical underpinnings, and experiential learning. In Indonesia, English departments attempt to fill gaps from school reforms resulting in less English instruction before students begin
university. Universities focus primarily on language, culture, and theory, leaving inadequate time for applied practice. Lecturers and students alike strive to meet standards for pre-service preparation (see Fenner and Kuhlman, 2012) and acknowledge that with lack of broader institutional support, it is difficult to train even the best students for success. The genesis for this camp emerged from a desire to better prepare a young cadre of students as quality teachers.

Participants provided input about their needs, confidence, and perceived abilities before, during, and after the camp. Themes extrapolated from the participants at these data collection points indicate a progression from over-confidence, to open learning and teaching experimentation, to an acknowledgement of need for long-term learning and peer-to-peer professional support (from expertise, to questions, to peer resource). Anecdotal data indicates the immersive camp’s role in confirming career choice, motivating continuous and collaborative professional development, and encouraging commitment to the EFL community in local schools. Presenters will reflect on the overall impact and potential for replication in university programs and other professional development for young teachers.

Christine Lewis is a Liaison Officer for the Brunei- U.S. English Enrichment program. Ms. Lewis has taught English for over 13 years, with 5 of those years in Asia, and she is passionate about working with future educators.

**Lesson Study as a Tool to Promote Expansive Learning for College English Teachers**

Chunguo Meng

Lesson study has been widely advocated in primary and secondary education around the world since the turn of the new millennium, but little attention has been given to its application at the tertiary level and contribution to college teacher development. In light of the sociocultural turn in language teacher education, activity theory is seen as an effective theoretical lens to understanding how language teachers learn through participation in lesson study. Over two semesters, a group of EFL teachers from a Chinese teaching-oriented college voluntarily initiated two cases of lesson study, aiming to improve classroom teaching and advance professional development. The data consisted of written lesson plans, pre-class collective discussions, audio-recorded classroom teaching, classroom observation notes, post-observation conferences, reflective journals, online communication records and teacher interviews. Based on a grounded content analysis, the study examines the interacting activity systems in which lesson study took root and the systemic contradictions, and proceeds to trace the conceptual development occurred to the participating teachers over time. In spite of the limited workplace social support, the findings indicate that the subject’s agency played a pivotal role in acting upon the dual object of teaching improvement and teacher development through the use of a variety of mediating artifacts within the system of the community, rules, and division of labor. To a considerable extent, the systemic contradictions contributed to the expansive learning cycle initiated by the teachers and the emergent process of concept formation. As a result, teacher conceptual development was reflected in their personal transformations of how they came to understand lesson design, classroom interaction, student participation, teacher autonomy, and research engagement.
Implications based on the findings are proposed that lesson study as a viable mediating tool have the potential to provide classroom teachers with cultural artifacts to mediate professional development and bring about expansive transformation.

Chunguo Meng is an associate professor in the Faculty of Foreign Languages at Jinling Institute of Technology. He has just received his PhD in Applied Linguistics from Nanjing Normal University, China. The doctoral study explores college EFL teachers’ research activities from a sociocultural perspective. He has nearly 20 years of experience as an English teacher in basic education and higher education. His recent research has focused on classroom research, language teacher education and learner development.

**A Research of the Sports Majors’ Language Learning Strategy Based on the ITEST System**

Chunhong Zhou

This paper reports the results of a research project that investigated the sports majors’ language learning strategies via conducting a centralized strategy training course among the sports majors. Before the training, questionnaires were distributed to 571 sports majors in class to see their strategy level and explore what strategies should be trained. 57 sports majors were chosen as the control group and 65 sports majors took the training course voluntarily as the experiment group based on the results of the pretest online via the iTEST system. The experiment group accepted an extra 32 hours of centralized strategy training in 16 weeks, 2 hours per week. The training combined strategies with sport English materials in order to help the experiment group both grasp language learning strategies and develop academic English. A post test was conducted at the end of the training and a delayed test underwent three months later after the training. The pretest and questionnaire results showed that the control and experiment groups did not differ in both the test score and strategy level. However, after the training, the repeated measurements analysis of variance showed that the test score of the experiment group was significantly different (F=793.08, Sig. =.00). The paired T-test results indicated that the difference in post and delayed test scores between the two groups of students was significant (post test: df. =58, Sig. =0; delayed test: df. =73, Sig. =0) while compared with the pre-test (df. =53, Sig. =.684). Meanwhile, after training the strategy level of the experiment group was also improved when compared with the level before training and of the control group. An interview about the ways of training and the training materials was done at the end of the training. Pedagogical implications were also put forward at the end.

Mrs. Chunhong Zhou is an associate professor in Beijing Sport University. Her research interests include second language development, online tests and second language learning technologies. Her recent research projects include “A Research of the Sports Majors’ Language Learning Strategy Based on the ITEST System” supported by her university and “Constructing a Teacher and Student Interactive Reading System via the Wechat Public Platform” supported by the China Foreign Language Education Fund.
Students’ Experience with Computer-Supported Collaborative Writing in a Chinese EFL Classroom
Chunlin Lei

This study investigated students’ experience with collaborative writing tasks in a computer-supported wiki environment. Participants were two intact classes of second year university students (N=42), aged from 18 to 20. Parallel to their regular classroom learning over a 16-week-long semester, the students were divided into groups of four or five and engaged online in three different collaborative writing tasks, namely, story writing, argumentative essay writing and short-movie review writing. Pre- post- questionnaires were designed to examine students’ changes of motivation and attitude to collaborative English writing after the instruction. Questionnaire was also used to investigate students’ perceptions of difficulty in terms of the three different writing tasks. In addition, student representatives were invited to give presentations on how they worked together towards the writing tasks. Consequently, the presentation scenarios were selected to triangulate the findings from the questionnaires. Implications of the study are discussed at the end.

Lei Chunlin is an associate professor of English at Shanghai University of International Business and Economics. He received his PhD in Education (Learning Sciences) at the University of Hong Kong. His major research area covers computer-supported collaborative learning, knowledge building, collaborative writing in English, and English for specific purpose.

The Role of Content-based Instruction in Teaching English for General Purposes at the Tertiary Level in China
Chunyan Chu

Content-based Instruction is accepted as one of the most representative contributions to contemporary second / foreign language pedagogy, and has been widely used in an extensive number of educational settings all over the world in a variety of models. Numerous empirical studies exist to demonstrate the efficacy of CBI in developing the learners’ language proficiency, especially in the ESL settings (Yuan Pinghua, 2008), learner strategies (Hu Yumin, 2010; eng Fei, 2011) or learning abilities of senior middle school students (Ma Meihong, 2011). There are also studies which discuss the implication of content-based instruction for curriculum system (Shen Xiangyi, 2013; Han Miaomiao, 2014; Qi Wenhui, 2014), and there are studies which try to to explore the impact of CBI on the productive vocabulary development of non-English major freshmen (Li Shan, 2012) and critical thinking of students (Yuan Pinghua, 2010). However, former studies tend to focus on the application of Content-based Instruction in ESP or EAP (Liang Haiying, Jin Yan, 2010; Liao Chunhong, 2011) or optional courses or extended courses for non-English majors. There are few studies which attempt to explore the applicability of Content-based Instruction to English for General Purposes at the tertiary level.

The present study chose four classes randomly from the freshmen in a university in Beijing as the subjects for four semesters’ experiment with Content-based Instruction. During the process,
students were involved in studying the same course-book with other students, both belong to EGP. The only difference lies in the focus on instruction and the type of activities students were required to participate. For this experiment, project-based learning and task-based learning were adopted as the main teaching method, classroom interview, debate, projects and problem solving activities were adopted. In tandem with the instruction, qualifying formative was adopted. Students need to attain the basic objectives of learning to gain the qualification to attend the final term examination. Different from the commonly used standard tests in universities in today’s China, the final term examination focused on the content and students’ abilities to solve problems. The summative assessment is composed of listening, speaking and reading & writing, which were tested respectively, and students had to attain the pass score in each test to get the credit.

To cater for learners needs, questionnaire survey and interview were conducted at the end of each semester and changes were made in the operation. Questionnaire survey at the end of the course demonstrates that content-based instruction is well received by today’s college undergraduates, who reported and demonstrated overall development through the course. The qualifying formative assessment and ability-based summative assessment were acknowledged by the students as scientific and effective tools of assessment. The study seems to suggest it is feasible and effective to adopt content-based instruction even for English for general purposes with non-English majors.

Collaborating SNS Facebook® into College EFL Teaching in Taiwan: a Case Study
Chunyen Lin

Computer technology has been omnipresent in people's daily lives in the present society. EFL/ESL education is no exception. Computer Mediated Communication (CMC) applications in EFL/ESL education have become a heated trend for the worldwide English teaching professionals. The authors have made several successful attempts to apply computer technology into EFL teaching for intermediate-leveled students. As a follow-up, this project aims to explore the efficacy of combining computer mediated communication (CMC) into traditional classroom teaching in a college EFL class for students with lower levels of English proficiency. CMC applications which were used in this project include online discussion boards, email exchanges and the most influential social network service so far: Facebook®.

The subject students of this research are 30 undergraduate students in Chung Hua University, located at Hsinchu City in the northern Taiwan, whose level of English proficiency is low. The course is designed to build up their familiarity with the English language and to enhance their confidence to use it. Two components make up the course: the lecture part and the online sessions, with the latter focusing on the practices of basic English skills.

This paper initially introduces the design of collaborating computer mediated communication into the EFL course and then categorizes some advantages and disadvantages of this innovative teaching method. The results are hoped to provide ESL/EFL teachers an alternative way to teach their lower-leveled EFL students.
The Use of Porpe Method in Improving Students’ Reading Comprehension
Chusni Hadiati

As a receptive skill in language learning, reading does not require students to produce language, students just receive and understand it. This skill is sometimes called passive skill. Reading is a main way to grab knowledge in academic environment. Students’ reading comprehension is a necessary in developing students’ quality. Students need strategy or method during learning process. One method a teacher can use to improve students’ reading comprehension is by using Porpe method. Porpe is a study strategy that can be used in any content area course that uses the essay exam to measure learning or any test format that encourages higher level of thinking such as synthesis, application and evaluation (Simpson 1986). It can be a time-consuming process but it is an excellent means for preparing for essay exams. Porpe method consists of predict, organize, rehearse, practice and evaluate. Porpe method can be classified as metacognitive strategy since it is an information-processing theory to indicate an ‘executive’ function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one’s production or comprehension, and evaluating learning after an activity is completed (Purpura 1997).

In this study, Porpe is applied to General Reading students. General reading is a reading class for the students in the first term of the first academic year in reading course of English Department, Faculty of Humanities, Jenderal Soedirman University.

Chusni Hadiati was born in Banyumas, Central-Java, Indonesia on May 8th 1980. Hadiati completed her undergraduate degree in Diponegoro University, Semarang, Indonesia in 2002. Hadiati also gained her post-graduate degree in the same university in 2007. Hadiati’s major interest is linguistics. She is a lecturer in English Department of Faculty of Humanities in Jenderal Soedirman University in Purwokerto, Central-Java, Indonesia. She is working on pragmatic approach in traditional selling and buying in Banyumasan as the topic of her dissertation.

Expat Parents’ Dilemmas on English as Their Children’s Native Language
Chuthamas Chittithaworn

The qualitative study described the cases of parents who worked or study abroad and whose preschool children were raised in English between multilingual parents. One-on-one interview was used to gather data from four expat couples selected through purposive sampling: Thai-Chinese working in Malaysia, Filipino working in Malaysia, African studying in the Philippines, and Filipino working in Thailand. Three major reasons emerged why the participants chose English for their children: English being the international language for children’s survival abroad; parents cannot speak their host country’s language; parents’ assumption that English is used in schools, therefore, English-speaking children will have advantages; is the global language for their job someday. However, three downsides the participants struggled on their choice of English for their children emerged: participants’ children were out of place not being able to interact with other children; early
childhood education in Malaysia and Thailand where the three participants work do not operate mainly in English; fear of cultural identity loss as participants’ children tend to be more monolingual than bilingual with their preference of English. Two participants brought their children to their home country and in just a few months of immersion to their own language, the children who refused to speak their own language with their parents while they were abroad adopted their own language quickly in school, community, and family. Thus, necessity and environment play vital roles in children’s language adoption and adaptation. Children can learn multiple languages at the same time if they are not just exposed to the target languages but they have the necessity and opportunities to use them like in the Thai-Chinese parents’ case when one parent speaks Chinese to their child, the mother speaks to him in English and the grandparents in Thai and the child knows whom to speak what language with.

Chuthamas Chittithaworn teaches Mandarin at Universiti Malaysia Perlis. She previously taught in Hat Yai University, Thailand. Her current research interests are in the use of Mandarin and English at the workplace.

Critical Period Hypothesis in SLA: Neurological Maturational Restriction or Integrative Willingness
Clay Williams

SLA researchers have long puzzled over the seeming differences in the results of child and adult L2 learners. Many have wondered whether there is a natural maturational constraint similar to that which Lenneberg’s critical period hypothesis describes for L1 development. The natural difficulty of assigning a biological constraint is that a small number of adults certainly DO achieve L1-like fluency in the L2. Additionally, studies trying to measure the age whereupon L2 development becomes restricted have varied wildly in results, with estimates from as young as 5 and as old as 20 being proposed. Additionally, studies have proposed that the only constraint on L2 learning many people experience is accent attainment. Surely if the constraint were biological in nature, we would see more uniform results.

This presentation proposes that the L2 developmental constraint is actually social in nature, being a direct effect of integrative willingness. The research study herein described surveyed 70 Japanese L1 students at an English-medium Japanese university. The survey was designed to measure relative affect towards English-speaking cultures and peoples, as well as students’ relative willingness to integrate into said cultures. The top and bottom scorers were asked to participate in recorded English language interviews that were analyzed individually by a panel of English L1 judges for degree of “foreign-ness” in terms of accent, word choice, and grammar. The results showed a small-but-notable correlation between students’ integrative desire and the judgments on the relative accuracy (i.e., native-likeness) of their L2 English accent.

Clay Williams presently works as an associate professor at Akita International University. He holds a PhD degree in Second Language Acquisition and Teaching (SLAT) from the University of Arizona. His
Acquisition of Nuclear Stress in the Chinese EFL Context: The Role of Explicit Training and Implicit Pickup

Congchao Hua

Drawing on Well's (2006) theory of nuclear stress placement in English, this study investigated the nuclear stress patterns of lower-intermediate and advanced EFL learners at a provincial university in Central China as well as the immediate effects of explicit training on nuclear stress. Through comparative analyses of subjects' recordings of sample sentences in Wells (2006), it was found that some types of nuclear stress were easily acquired by the subjects and remained stable in the subjects' pronunciation afterwards even if they had received no relevant training; some types were sensitive to training, but the effect was short-lived; and still some other types were quite difficult for the subjects to acquire, even if they had received explicit training. Based on the findings, some pedagogical implications were proposed.

Congchao HUA is currently lecturer at School of Foreign Languages, Hubei University. She received her master's degree in English Language and Literature at Nanjing Normal University and a postgraduate diploma in English Language Teaching at National Institute of Education, Nanyang Technological University, Singapore. She has been teaching English pronunciation to EFL learners for over ten years and her research interests mainly lie in EFL pronunciation teaching and learning, language pedagogy, and curriculum design.

The Role of Pedagogical Translation in SLA in Post-communicative Era

Congmin Zhao

The goals of second or foreign language teaching and learning are commonly defined as the fostering of four skills of listening, reading, speaking and writing. Listening and reading are receptive skills while speaking and writing are productive skills. Translation could be a fifth skill which presupposes a high degree of proficiency in the other four mentioned above. Translation has been irrevocably bound up with second language acquisition (SLA) or foreign language learning since far back in history. The earliest integration of translation and language teaching is in the form of grammar translation. Tossed in the currents of foreign language teaching methods, grammar translation has been condemned and dismissed. After the craze for communicative language teaching fades, translation returned to the scene and is embraced as an effective teaching instrument. Now there is a popular distinction made by some scholars between pedagogical translation (PT) and translation teaching, pointing to the contrast between translation as a finished product being an end in itself and translation in foreign language teaching having traditionally a
more means-to-end character. This paper examines the inevitability and necessity of PT: mental translation in reading, the use of translation in the writing process and translation as a learning strategy. Translation is a naturally occurring cognitive process. And the pedagogical value of the translation process is discussed, such as noticing the difference between the source language and target language and negotiation of meaning which are of critical importance in SLA. This paper concludes by justifying the role of PT in SLA.

Investigating the Implementation of Fine-Tuning Medium-of-Instruction Policy: Effects on Teaching and Learning
Connie M.Y. Lau

Medium of Instruction policy has always been a heated debate in Hong Kong. Unfavourable academic performance and declining English standards forced the Hong Kong Government to review and revisit the compulsory Chinese-medium-instruction policy implemented in 1997 for the sake of future development of Hong Kong as an international financial centre. It was not until 2010 that the Fine-tuning Medium-of-Instruction policy, which meets the increasing demands from parents, students and practitioners was finally implemented. This Fine-tuning Medium-of-Instruction Policy aims to create opportunities for students to be exposed to academic English environment and to equip younger generations with better bilingual competence for higher education and work. The present study aims to explore: (1) The general attitudes of stakeholders towards the Fine-tuning Medium-of-Instruction Policy; (2) problems encountered by teachers and students; (3) the use of strategies for teaching and learning of subject-based content knowledge; (4) whether Fine-tuning Medium-of-Instruction Policy will enhance English proficiency of students. A qualitative research has been conducted to investigate the issues through semi-structured interviews. Preliminary findings show that teachers and students were positive towards the change of medium of instruction despite difficulties, yet they agreed that using Chinese should be the best for the learning of students. Concerning teaching and learning, a wide variety of strategies were employed by teachers and students to tackle the problems arising from English-medium instruction. Generally, there was a belief that students’ English proficiency could be enhanced. This would have implications for teaching English as a second/foreign language, especially for those Asian countries which adopt English as a medium of learning for content-based subjects in the school curriculum.

Connie M.Y. Lau is a PhD student at the Hong Kong Baptist University. She has extensive experience in teaching English as a second language at school. Her research interest is in the areas of learning content-based subjects through a second language, and teaching and learning strategies.
Craig Jacobsen

This article examines the lives and work of a small group of foreign women who resided in China prior to 1949, remained there through the end of the Cultural Revolution (c. 1976) and were employed as English teachers in cities other than Beijing. Because there were so few foreigners in China during this period, and because of the difficult conditions that prevailed there, the lives and work of these women provide unique insight into issues of cultural adjustment as well as gender roles and expectations of the time, insight which is relevant for female, male and non-native speaking English teachers in China and elsewhere. Due to a paucity of information on foreign women who taught English in cities other than Beijing, this article gives considerable attention to the life and work of Margaret Wang (1911-1983) who taught English at the Shanghai Foreign Languages Institute and for whom there is somewhat more information. In order to draw conclusions that are significant beyond the experiences of Margaret Wang alone, the lives of other foreign women teaching in China during this period are also examined. The article concludes that the ability of language teachers to adjust to differing cultural environments can assist in transcending traditional notions of gender determined roles as well as dichotomies between foreign/local and native/non-native teachers.

Dr. Craig K. Jacobsen is a professor in the College of Global and Regional Culture of Okinawa International University in Japan. His research interests include medium of instruction, multilingualism, cultural knowledge and the dichotomies between foreign/local teachers and native/non-native speaking teachers in East Asia.

The ARCS Model of Motivational Design as an Approach to Creating Microlectures for Open and Distance EFL Learners: a Case Study
Cuifang Zhao

As an innovative teaching-learning approach in the latest decades, the microlecture has enjoyed increasing popularity at various levels of education in China and beyond. This paper reports on a case study of the motivational design of microlectures for Chinese open and distance learners of English as a foreign language. I propose that in order to promote and sustain such learners’ motivation, John Keller’s ARCS motivational theory, i.e. the model of Attention, Relevance, Confidence and Satisfaction should be integrated into the design and development of microlectures for their self-directed learning. Individual interviews based on computer-mediated communication (CMC) were conducted with 8 first-year distance learners as non-English majors to find out how students would describe their appraisal of a sample microlecture which was created following the ARCS model, i.e. whether, how and how much they were motivated by the microlecture. The content analysis method was used to analyze the collected CMC data. Results show that motivational design is essential to the success of a microlecture, in particular in the distance learning context.
The findings also suggest that the ARCS motivational theory is a reliable and effective approach to creating microlectures with acceptability and friendliness for open and distance learners.

Cuifang Zhao is an associate professor of English at the Open University of Guangdong, P. R. China. She has long experience with developing and teaching a wide range of courses and is keen to implement emerging technologies in her practice of teaching English as a foreign language. Her current research interests cover applied linguistics, open and distance learning (ODL) and computer-assisted language learning (CALL) in EFL context.

**Mind Maps — a Resource Tool for Teaching Reading, Writing, Speaking and Listening**

Cynthia Doss

To move beyond “chalk and talk” in the English classroom, teachers use a variety of exercises and tools that incorporate active and collaborative learning. One such tool is the use of Mind Maps. Mind Mapping is a creative and productive enhancing technique that can improve learning. In addition, Mind mapping is fun and it makes learning easy. The aim of this interactive workshop is to showcase in a creative way the use of mind maps as an alternative way to enliven learning English. It will showcase the effectiveness of mind mapping as a powerful resource tool in the teaching of the four skills, reading, writing, speaking, writing as well as literature. Teachers will therefore, be provided with an approach that will help make learning English not only effective but also creative and meaningful.

Cynthia Yolanda Doss, PhD., is an Associate Professor at the Academy of Language Studies, MARA University of Technology, Shah Alam. She is also the Director of Research and Development for MELTA. She has taught Business English, ESP, Critical Thinking and Literature at the above University for 30 years. She has been actively involved in curriculum design, materials production, teacher training as well as teaching Proficiency and Business English courses. Her research areas are, literacy, mind mapping, critical thinking, and literature.

**Language Policy and Language Education in Emerging Nations**

Damdinsuren Tuvshinbayar

Regarding the traditional prominence of culture in classical humanist models of language education, we might favour a sociological and anthropological concept of ‘culture as a totality of knowledge, proficiency and perception. Culture may be taken to constitute the ‘way of life’ of an entire society, including language, dress, rituals, norms of behaviour, codes of manners, and systems of belief. Thus, culture is all that one has to know or believe in order to operate in a manner acceptable to its members. Culture is therefore not material phenomena, it is not things, people, behaviour or emotions. It is rather an organisation of things, the forms that people have in mind,
those models of perceiving, relating, and otherwise interpreting them.

A methodology of cultural studies must strongly assert the centrality of human interest: what we believe we know is a consequence of the human interest which picks it out as worth knowing, and that human interest is of its nature broken and refracted by its inevitable genesis in distinct human groups (classes, nations, races, genders), each probably quarrelling with another. The only way in which we may hold these fluidities and factions in some sort of poise is to make the fact of their presence into a term of what is studied, and studied, moreover, from inside (there being no truly outside position—no view from nowhere—from which anything can be studied objectively).

Tuvshinbayar Damdinsuren is an English teacher and educator of MULS, Mongolia. He has been a teacher of English and linguistics since 1998. He is interested in linguistics and language policy widely and thinks that language policy is the most important issue for a nation.

Task-based Learning and Teaching Technology in the Profession-oriented English Teaching in Kazakhstan: Multilingual Context
Damina Shaibakova

Modern Kazakhstan is a multi-ethnic and poly-confessional state developed in the conditions of multilingualism, and foreign language learning is one of the main indicators of adaptation to the new social-political and social-cultural realities.

Moreover, modern changes in the society’s social and economic life as well as the new approaches to specialists’ training demand an adequate modernization of higher education system, in particular the profession-oriented training. Such training provides professional orientation not only to the maintenance of training materials, but also the activity in forming professional skills of practical English used in various spheres of communication.

Consequently, the creation of an innovative model of higher education is apparent which combines the best traditions of Kazakhstani and world educational systems, in particular in the area of profession-oriented English language teaching.

The literature review states that acquirement of professional competencies along with the study of foreign professional culture become the main issue in the content of profession-oriented English language teaching in Kazakhstani higher education system.

In this regard, this paper attempts to create the strategic model based on Task-based learning and teaching (TBLT) technology in profession-oriented English teaching for multilingual specialties aimed at the improvement of Kazakhstani higher education system’s quality in the conditions of multilingualism.

Then, the paper tries to discuss the integration of the course of foreign language teaching methodology with vocation-related subjects in the strategic model on the basis of TBLT technology in the conditions of multilingualism.

In addition, the paper aims to examine the TBLT effect on communication skills of students in profession-oriented English language learning in the conditions of multilingualism.

Finally, the expected outcomes of the paper are connected with the development of research
tools for obtaining new data on the efficiency of TBLT technology use on the basis of the strategic model and ethnographic research of students.

**Damina Shaibakova** is a Professor of Abai Kazakh National Pedagogical University, Almaty, Kazakhstan

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**An Investigation into EFL High School Students' Affective and Linguistic Factors Influencing Speaking English: a Case Study at a High School in the Mekong Delta, Vietnam**

Dan Cong Thai

Mastering of English is of vital importance for academic improvement and job promotions. However, EFL learners are generally facing difficulties to use English to express their thoughts effectively. They avoid speaking English (Baley & Savage, 1994, p.7) because they face affective obstacles or linguistic difficulties e.g. vocabulary, grammar, pronunciation. Hence, investigating these factors and removing obstacles in speaking English have been the main aims of teaching as well as learning English. In order to investigate the affective and linguistic factors influencing students’ speaking English, the research attempted to answer the following questions (1) what are affective factors influencing EFL high school students’ speaking English? (2) what are affective factors influencing EFL high school students’ speaking English? and (3) what are the most influential factors?

The research method adopted in this study was a descriptive one. Data were gathered through a questionnaire for quantitative data administered to a sample of 93 EFL students and one interview for qualitative data with 06 students at a high school in the Mekong Delta, Vietnam. The results obtained showed that a considerable number of students hesitate to speak English (Nunan (2000) and even remained silent in oral English language classrooms due to affective and linguistic factors. The analysis of these factors led to some implications to the teachers, students and administrators that we believe is likely to reduce inhibition among EFL learners. The research posed some limitations and directions for further research.

**Mr. Thai Cong DAN**, Dean of School of Social Sciences & Humanities (SSSH), CanTho University (CTU), Vietnam, born in 1965, is currently a lecturer of English. He has held his PhD at Naresuan University, Thailand since 2010 in Educational Administration. In 1998 he achieved his MA degree in International Peace Studies at University of Notre Dame, IN, the USA. He has been teaching English, supervising the MA theses and managing his school since 1986. His main research interests are TESOL issues, high school English learning and teaching, English program management, curriculum design, Testing and Evaluation and Professional Development.
Change Management: Inspire Positive Change Utilizing Techniques that Work

Dan Sloan

This presentation will provide techniques and solutions to the challenges when implementing curriculum change. Too often changes to curriculum are met with, “That won’t work in my class, or in my school.” When a new course replaces an existing one, curriculum design changes are usually necessary. Successfully implementing the change is brought about by innovation and results in adaptations by local teachers, which requires considerable planning and design. Properly preplanned and designed curriculum change is rewarded by the acceptance and appropriate use of the course, thereby alleviating major concerns and anxiety that can be experienced by administrators, teachers and students. Involving the users of the course as closely as possible in its design and development is one effective way of reducing apprehension and resistance. Attitudes toward cultural appropriateness should be considered, so that the change is not viewed as being imposed by an outsider. Attempts to introduce change may fail because of a flawed process of introducing the change to teachers. Teacher trainers may be recruited to attend train-the-trainer workshops, with intention of using a cascade model of diffusion, where the teacher trainers then fan out, teaching the new curriculum. (Goh & Yin, 2008). According to Nation & Macalister (2010), “there are two important, related aspects to any major curriculum change: the change that occurs in the curriculum, and the change that needs to occur in the minds of the various people affected by the curriculum.” This presentation will offer the actual experiences, successes and failures of an American professor/teacher-trainer in mainland China. The best practices and approaches will be presented, with cases studies to demonstrate their effectiveness. Come learn some new methods that could possibly make you more creative, communicative and collaborative when implementing curriculum change.

Dan Sloan, U.S. Department of State, English Language Fellow. Dan teaches Linguistics, Phonetics, Curriculum, and Academic Writing at Central China Normal University in Wuhan. He teaches legal English, teaching graduate seminars in U.S. Law and Legal Writing at Pepperdine University Law School, and English, American Language Center, University of California Los Angeles.

Flipping the Classroom: Communicative Approaches that Engage, Motivate and Activate!

Dan Sloan

Flipping the classroom is easier than you think! Creative, communicative, and collaborative learning is emphasized by allowing the students to complete in-class work at home, and homework is completed in class (Sams & Bergman, 2013; Kahn, 2007). This presentation will demonstrate that almost any classroom can be flipped, providing the teacher with more one-on-one time with groups and individual students (Hunter, 2011). Bloom Taxonomy is “flipped,” allowing ESL students to first create, apply and synthesize new knowledge, instead of rote memorization. The presentation will provide many options for teachers in their choice of utilizing videos, audios, textbooks, pdf’s and of
the content. Making videos is one option for teachers, but there are many other options that do not require all the work of creating original content. From low/no technology, to Internet and mobile technology based, flipping the classroom can benefit all.

Dan Sloan, U.S. Department of State, English Language Fellow. Dan teaches Linguistics, Phonetics, Curriculum, and Academic Writing at Central China Normal University in Wuhan. He teaches legal English, teaching graduate seminars in U.S. Law and Legal Writing at Pepperdine University Law School, and English, American Language Center, University of California Los Angeles.

Written Grammar Correction, Accuracy and Explicit/Implicit Knowledge: a Semi-longitudinal Case Study of Direct Unfocused Corrective Feedback in L2 Writing

Daniel Corks

This paper describes a semi-longitudinal case study that examined learner response to unfocused written corrective feedback and its effects on grammatical accuracy in subsequent writing for high-beginner learners of L2 English. The study was motivated by the ongoing debate in the SLA literature over the effectiveness and potentially harmful effects of grammar correction in L2 writing. The participants comprised two Korean college freshmen who wrote weekly journal assignments during a 9-week period and received direct corrective feedback on each of the journals. Feedback was given on grammatical errors, nongrammatical errors, word choice, phrasing, and clarity. In addition, five grammatical features were targeted for feedback for the duration of the study. The participants were unaware that these features were being targeted and were left to react to the feedback as they saw fit. The impact of the corrective feedback on the participants’ grammatical accuracy and their explicit and implicit knowledge of the target features was analyzed. Additionally, the journals were analyzed for potential secondary effects of the feedback on other features of the participants’ writing, including length, complexity, holistic quality and avoidance behaviour. The results showed small improvements for accuracy and explicit/implicit knowledge, but a lack of consistency across accuracy measures and explicit/implicit knowledge measures for individual features. This suggests that corrective feedback was ineffective overall. Secondary effects were found to be either not significant or attributable to factors other than corrective feedback. The results suggest that grammatical feedback supplied without learner engagement is not effective. The findings are discussed in the context of the “Truscott debate” over grammar correction in L2 writing.

Daniel Corks is a graduate of Sogang University in Seoul, South Korea with a master’s degree in applied Linguistics in the field of second language acquisition. He is currently an assistant professor at Dongshin University in Naju, South Korea.
A Case Study of Family Language Policy in China with Norton's Concept of Investment

Danwei Gao

This paper is a case study of family language policy (FLP) in two Chinese families with the research method of interview. The paper describes the consideration, puzzle and policy practice of the Chinese parents in the process of their children's mother tongue and foreign language learning. This kind of phenomena can be explained with Norton's concept of “investment”. The subjects' investment in their children's language learning is the process of waiting and exploring the output, of constructing their future with diverse possibilities. It reflects that FLP in China are various and promising, which may be also linked to social identity construction unspeakably with the expectation of parents onto their children.

Danwei Gao is lecturer in the School of Languages at Northeastern University at Qinhuangdao, whose work spans across research from language teaching and testing under the umbrella of applied linguistics to language policy and language educational policy, authoring some articles about teaching English in China and about language educational policies, translating some monographs about mother language teaching. She has been awarded top grades of teaching awards by committees of Hebei Province.

Which One Is More Academic? A Lexical Analysis of Two British Academic Corpora

David Qian

A large number of corpora have been developed in recent years for various purposes, and academic corpora stand out as one of the main branches in corpus linguistics. Academic corpora are primarily built from authentic data, written or spoken, from academic settings. One feature of academic corpora is assumedly its high density of academic vocabulary as used in various disciplines. It is the concentration of these academic words that make the register of the texts in the academic corpora different from general language corpora. There is a wide recognition that academic corpora can serve as useful databases for developing EFL pedagogical materials. However, in order to make use of academic corpora for such purposes, it is desirable to better understand the features of academic corpora, including their lexical profiles. However, due to the distinctive natures of speech and writing, the distribution of academic vocabulary found in spoken texts and written texts can vary. While researchers have been attempting to describe such differences from various angles, there is a paucity of research on comparing the distributions of academic vocabulary in spoken and written texts constituting academic corpora. The present study is designed to analyze the density of academic vocabulary, or lexical academicality, in two British academic English corpora, namely, the British Academic Spoken English Corpus (BASE) and British Academic Written English Corpus (BAWE), with the help of a recently developed lemmatized academic vocabulary list for measuring such lexical academicality. This paper will report on the results of such analysis and discuss possible implications.
Teaching Chinese Students the “Whole Truth” about -ing

David Rosenstein

Chinese students of English are taught early on that the Present Progressive (or Continuous) tense using -ing (He is helping his mother in the kitchen.) describes an action “in progress,” taking place “now,” whereas the Present Simple tense, using the basic form of the verb, (He often helps his mother in the kitchen.) describes a repeated or habitual action. Furthermore, they are taught that certain descriptive verbs of emotion (love, hate), perception (taste, see) or state (is, has) are used only in the Present Simple because by definition they describe constant states. They therefore assume that the following sentences are incorrect:

1. David is always giving money to beggars. (instead of: David always gives money to beggars.)
2. David is loving traveling in France. (instead of: David loves traveling in France.)
3. David is being stupid. (instead of: David is stupid.)
4. I’m lovin’ it. (McDonalds’ advertising slogan) (instead of: I love it.)

They are surprised to learn that all these sentences are not only correct and immediately understood by native English speakers, but also quite common. What’s happening here?

Students of English need to be taught the “whole truth,” namely that –ing forms are used to describe actions taking place at the moment the speaker relates to them, and this can occur constantly or habitually (example 1); descriptive verbs of emotion and state can also have temporary meanings which can then be considered at happening “now,” not habitually (examples 2, 3, and 4).

Summary:

Chinese students of English should be taught the full range of uses of the -ing form, not only that –ing is used for actions “now,” as opposed to repeated or habitual actions. This will enable them to use and understand common and important sentences that are correct but “seem” incorrect.

David S. Rosenstein

Senior Teacher and EFL Department Chairman (retired)
Ben-Gurion University of the Negev, Israel

[Author of several books on English teaching, including: Yingyu Yufa, Baijiang Qianlian: Mastering Verbs and Tenses: The Only Way to Perfect English (People’s Education Press, Beijing, 279 pp. 2006)
Work experience in China: English Lecturer: Beijing University of Technology;
Editor: People’s Education Press, Beijing]
Tertiary Student Preparedness for Self-Guided Language Learning
David Shaffer

In much of eastern Asia, at the secondary-school level, the average English learner's available language-learning time is filled with instructed classroom activity and assigned work. At the tertiary level, however, the situation is quite different: It is often the case that university students find that their English learning needs quite exceed what their curriculum has to offer. There is a need for English learners to transition their language learning practices and strategies considerably. However, there is a gap in the literature on how and how well learners transition from the secondary- to tertiary-level language-learning environment.

This presentation firstly aims to show, with the support of research findings, how the secondary and tertiary learning environments differ for the language learner, how learners prepare and adjust to the differing environments, and their attitudes on how well they have been prepared and how well they have adjusted to the university English learning environment. This study addresses inquiry-based learning in that it shows the degree of accommodation that students make through reflective, self-directed study, that is, through inquiring into their own study methods and study habits. Survey results will compare freshman-sophomore students with juniors and seniors. Secondly, this presentation will present the results of classroom-tested methods for aiding students in greatly improving their self-directed study. These activities include classroom discussions and presentations on language learning methods as well as written reflection on the student's language learning needs, practices, and improvement.

These findings have pedagogical implications for not only the EFL instructor but also for ELT curriculum design at many universities.

David E. Shaffer (PhD Linguistics) is a long-time educator in Korea. He is a professor at Chosun University in Gwangju, South Korea, teaching English majors in the graduate and undergraduate programs. He is an ELT trainer, materials developer, researcher, and author. Dr. Shaffer’s present academic interests include professional development, and young learner and extensive reading research, as well as loanwords and effective teaching techniques. He is active in numerous ELT associations, in ELT conference organizing, and in ELT publications. Dr. Shaffer is the Executive Director of Internal Affairs for Asia TEFL.

The Internalization of Teachers' Beliefs in Teaching L2 Reading in EFL Context
Desy Rusmawaty

Teaching English at Senior High School has more emphasis on reading. The importance of teachers to know the concept of teaching reading in L2 context can assist them to choose a particular technique or strategy. Knowing how they articulate their beliefs in teaching L2 reading can help toward an understanding and explanation of teacher actions. Since working in foreign language teaching, the teaching of reading is not only about knowledge but also skills and strategies, therefore
this study is aimed to identify the teaching reading conception in EFL context and how these internalized in classroom practices in a senior high level. Using case study design, the data were taken from non-participatory classroom observation and open-ended interview transcription from three different teachers who teach at 11th grades at different schools in Samarinda (the capital city of East Borneo). The field note and interview transcriptions were analyzed on the basis of similar themes come from the data. The findings revealed that the teachers were able to internalize their teaching beliefs thorough out classroom practices. There were noted that teachers believed reading in English text should pronounce loudly so that they were able to check their students’ fluency. The teachers also concerned on translation method as it could assist students to understand English text which was contradict to the purpose of teaching reading in a senior high school level that is to achieve comprehending of students toward English reading texts as it compulsory for final examination. These findings led to more comprehensive ideas on how and when beliefs were constructed and what factors can change them. In the end, it was expected that the results this study could contribute to the ongoing discussion on teacher preparation and in-service teacher programs, and also to government policy towards developing teachers’ development programs.

Desy Rusmawaty is a lecturer and has been teaching at Mulawarman University, Indonesia since 2005. She teaches at Teachers and Teaching Education Faculty. She obtained her Master degree in Applied Linguistics from the University of Nijmegen, Netherland. Her research interest is applied linguistics, reading in a foreign language, teacher education, and professional development.

Exploring Similarities in Teaching Philosophies among English Language Teachers in Malaysia and the Philippines
Devi Benedicte I. Paez

What does it mean to be an English language teacher? How does an understanding of teaching philosophy relevant to understanding teacher behavior? Teaching philosophies are documents in which teachers express their beliefs and approaches in teaching. The documents provide information on teachers’ behaviors in the classroom and reasons for them to do so (see Bookfields, 1990 & Peters, 2009). The purpose of this exploratory study is to compare English language teachers’ identities through an analysis of their teaching philosophies. In particular, it aims to answer what kind of teacher identity is revealed in the teachers’ philosophy and how the teaching philosophy influences the language teachers’ teaching practices. The data of this study came from five English language teachers each from Malaysia and the Philippines who volunteered to participate in the study. The findings indicated that all teachers in this study assumed multiples identities in the classroom and these roles changed depending on their students. Their teaching philosophies influenced several aspects, namely, interaction with students, teaching environment, school culture, teaching approaches, and views on English language. This presentation will end with raising discussion points on implications of incorporating teaching philosophy in teacher development and directions for future research.
Achieve na achieve! Teaching with Students’ Englishes for a More Empowered Use of English

Devi Paez

Carry! Feels! G! These are some of the unique expressions in English that young Filipinos use when expressing their various feelings in different situations. The presentation aims to demonstrate how motivation in language education begins with making space for students’ vivid and fluid experiences with the Englishes they know and use. Although many popular expressions today are in English, a person who does not share similar cultural contexts may be lost in understanding what they mean. The young today know that they can use English in a fun, humorous, irreverent, and empowering manner that is not inhibited by a consciousness for prescribed structure such as grammar and pronunciation. This practice is validated by media and daily interactions outside of the English classroom. In an English class for first year university students at the Ateneo de Manila University, reflecting and writing about English in this manner allows a more critical and relevant understanding of how language is shaped by its language users and vice versa. The presentation will illustrate some insights on the topic taken from students’ writings. Based on these insights, the presentation asserts that facilitating a level of awareness for the changing nature of language allows the English classroom to be a relevant learning environment for the young.

Devi Benedicte I. Paez is a faculty of the English Department, Loyola Schools, Ateneo de Manila University. She has taught English in the primary and secondary levels as well. She received an International Baccalaureate (IB) Diploma from the Lester B. Pearson College of the Pacific in Victoria, BC, Canada and majored in AB Psychology at the Ateneo de Manila University where she also earned her MA in English Language and Literature Teaching. She is also a senior facilitator with the Ateneo Center for English Language Teaching (ACELT). Devi’s field of research is on sociolinguistics, literature and language teaching with a focus on the use of mother tongues and critical pedagogy.

Utilizing YouTube as Supplementary Resources in Grammar Learning

Devi Rachmasari

Most EFL learners consider that grammar class is boring and monotonous. Teachers in this class are challenged to deliver the material in such a way so that the language acquisition process can work well as targeted. Teachers are challenged to bring enjoyment and also to equip students with the rich exposure to the use of grammar in everyday life conversation. YouTube as the third website mostly visited by people can be a good language learning input. YouTube as realia provides visual, attractive, rich content grammar material. Moreover, YouTube enhances exposure of language learning, promote authentic material, and also promote students’ autonomy.

Devi Rachmasari is a junior lecturer of Universitas Surabaya/ Politeknik Ubaya in Surabaya, Indonesia. She is in charge of teaching grammar, writing, reading, english for business and business correspondence. Currently, she is interested in developing teaching materials and teaching method.
Students' Perception of Self-assessment in PBL

Di Yang

Since the focus of education has shifted from teacher-directed to learner-oriented instruction in recent decades, the corresponding assessment system developed rapidly. Self-assessment is viewed as specific information about the learners from their own perspective. A growing body of research involves issues relevant to the contributions self-assessment brought about in language teaching in any countries. Therefore, this study aimed to examine whether self-assessment could be effectively employed in project-based learning (PBL) in college English. The research was conducted within the 2nd semester among level 3 students whose English proficiency is comparatively good and most of whom have passed CET6. By analyzing feedback from students’ self-assessment as well as personal interviews with 15 students, we reached a realistic conclusion that self-assessment does not work well among the participants. The authors go on to identify the reasons of the failure and offer suggestions to the future improvement and reform in the field of self-assessment in Chinese higher education.

Yang Di, female, is currently a lecturer at Foreign Language School of Chongqing University. She graduated from Heilongjiang University with MA in English Language and Literature. From 2004 to 2013, she worked as an English teacher in Harbin University of Commerce and from 2013 to now, she works in Foreign Language School of Chongqing University. Her research interest lies mainly in teaching methodology and assessment theories. She has published more than 20 original papers at home and abroad. Now she is focusing on PBL practice together with her research team in Chongqing University.

Higher Education and Privatisation: The Discourse of Higher Education Policy in Sri Lanka

Dilini Chamali Walisundara

Higher education in Sri Lanka is state funded similar to the secondary education system in the country. This has been the result of a long standing battle by the propagators of free education who strived to make education accessible to the greater masses of the country. Since then, many of the rural youth have found opportunity and reached greater heights in education. During the past three decades, consecutive governments have been engaged in the process of privatizing the higher education sector of the country amidst greater resistance from the respective stakeholders. Significantly, the last five to six years have witnessed the government taking serious steps in order to expedite the process of privatization in the local university system in the country, particularly with the involvement of the World Bank in many of the policy reforms in relation to higher education. In this light, this paper will draw on critical discourse analysis in order to examine some of the significant features of these developments in the field of higher education in Sri Lanka. The discourse analysis of this paper will look into key policy documents such as parliamentary proceedings, acts of parliament and gazette notifications that have been issued in relation to the revisions in higher education as well as the responses to these policy reforms of some of the key stakeholders. The
findings reveal a disparity in terms of some of the emergent global educational policies, government higher education policies with that of the expectations of many of the key stakeholders such as the student population, the academic community and the prospective employers.

Dilini Chamali Walisundara is a senior Lecturer of the Department of English of the University of Sri Jayewardenepura, Sri Lanka. She obtained her B.A. (Hons) from the University of Sri Jayewardenepura and an MA in TESOL from Saint Michael’s College, Vermont USA. Her research interests include discourse analysis, language policy, prosody.

Language Change or Language in Progress? The Variety in Mixing
Dilki Senaratne

Mixing other language items in utterances also known as Code Mixing or Code Switching is a frequent phenomenon observed among Sri Lankan bilinguals. In informal conversations, both Sinhala and English languages are used simultaneously. This paper examines the types of mixing patterns prevalent in informal utterances of urban Sri Lankan bilinguals. Based on a structural analysis of data, the paper argues that there are four types of mixing patterns used by Sri Lankan bilinguals namely code mixing (insertion, alternation and congruent lexicalization), borrowing (nativization), Sinhalization and hybridization (Sri Lankanisms). The structural analysis is based on data gathered through questionnaires, interviews and transcriptions conducted with 20 urban bilinguals. For the analysis of data, theories put forward by Muysken (2000) and Kachru (1983) were used. The findings project insertional CM as a dominant pattern among urban bilinguals. The results indicate that plural markers of both languages facilitate CM. Alternational patterns are comparatively lower than insertional patterns in the corpus. Based on Muysken's framework, peripheral switches are indicative of alternation. The findings indicate borrowings as phonologically marked items. There are distinct features in borrowings from English in Sinhala utterances and from Sinhala in English utterances. Congruent lexicalization patterns actually exist in borrowings (or nativizations). Similar to borrowings, Sinhalizations are also phonologically marked. Though extremely limited in number, Sinhlizations are observed as ‘errors’ by Standard English speakers in Sri Lanka. The results reveal distinctive differences between borrowing, Sinhalization and code mixes. In the process of hybridization, the most frequent pattern contains English items as heads. The paper reveals hybridization as the most productive and innovative pattern in the bilingual corpus.

Dilki Senaratne’s interest in Contact Linguistics is due to the creativity it reveals in the mind of the bilingual. I completed my Phd in Contact Linguistics at the Radboud University, Nijmegen in 2009 and since then have written many articles and books on the subject. I am currently a professor at the English Language Teaching Unit and the Director of the Staff Development Center, University of Kelaniya.
The Use of Self Assessment in Oral Presentation: Students' Understanding and Practice

Dini Hadiani

The idea of involving students in the assessment process has become increasingly accepted, manifesting itself via peer, self and collaborative assessment methods. Self assessment allows the students to notice and identify their strengths and weaknesses in their own performances. This is believed to be beneficial to assist the students to manage their own learning, however, there are few studies use students’ insight into this type of assessment procedure. The main purpose of this study is to look into students’ understanding and practice of self-assessment in oral presentation. Utilizing a qualitative method of enquiry, data were obtained through video recording and questionnaires. Research findings reveal that students mostly had positive understanding about self assessment of oral presentation. Moreover the results reveal that self-assessment increases the students’ language awareness and builds their learning responsibility. The study concludes that the improvement of the students’ presentation skills is resulted from the implementation of self-assessment through carefully prepared classroom experiences. This study is expected to contribute towards the students' promoting their learning achievement as well as responsibility for their own learning.

Ms. Dini Hadiani is an English teacher at Politeknik Manufaktur Negeri Bandung, Indonesia. She has been handling such courses as English for Engineering (Technical English) and Academic Writing. Her research interests include language testing, English for Specific Purposes, and applied linguistics.

Changes in Korean EFL College Students' Reading Paradigm through Extensive Reading

Dong Ook Kim

This qualitative case study looks into the Korean EFL college students’ experiences of and perceptions on extensive reading (ER) based on their varied life experiences and attitudes over six months of period outside of class. ER, the main focus of this study, has been hailed by many researchers and teachers; and, this study adopts Nuttall’s (1996) virtuous circle of the good reader as its theoretical background and explores if a new paradigm of ER may act as a change agent to positively influence Korean EFL students’ attitudes in EFL reading. The need of this study stems from the concern over many Korean EFL learners' lack of interests and motivation toward EFL reading in the prevalence of the intensive reading paradigm in highly competitive educational contexts in Korea. In this study, Korean EFL college students’ engagement in ER is regulated by students themselves without any limited numbers of books or reading hours and without an actual teacher figure, which may help foster the desirable reading habit on their own. Data are mainly collected from in-depth interviews, which are audio-recorded, transcribed, coded, and analyzed to glean significant themes that capture participants’ perceptions on ER. Book reports, questionnaires, consulting logs, and researcher’s journal entries are also compared for triangulation. All the data are qualitatively interpreted using three fundamental activities: data reduction, data display, and conclusion drawing. Focused themes are gleaned from the organic development of emic views of
participants based on their varied life experiences and attitudes, and the expected results include potency of the ER paradigm, benefits of and barriers to ER, the possibilities and limitations of ER outside of class, and future suggestions to implement ER in Korean EFL contexts.

Dong Ook Kim is a doctoral candidate in the Department of English Education at Chung-Ang University in Seoul, Korea. His research interests include extensive reading inside and outside of class, learner autonomy, self-access language learning, and alternative education curriculum.

The Role of Content-based Instruction in Teaching English for General Purposes at the Tertiary Level in China
Duqin Wang

Content-based Instruction is accepted as one of the most representative contributions to contemporary second / foreign language pedagogy, and has been widely used in an extensive number of educational settings all over the world in a variety of models. Numerous empirical studies exist to demonstrate the efficacy of CBI in developing the learners’ language proficiency, especially in the ESL settings (Yuan Pinghua, 2008), learner strategies (Hu Yumin, 2010;eng Fei, 2011) or learning abilities of senior middle school students (Ma Meihong, 2011). There are also studies which discuss the implication of content-based instruction for curriculum system (Shen Xiangyi, 2013; Han Miaomiao, 2014; Qi Wenhui, 2014), and there are studies which try to explore the impact of CBI on the productive vocabulary development of non-English major freshmen (Li Shan, 2012) and critical thinking of students (Yuan Pinghua, 2010). However, former studies tend to focus on the application of Content-based Instruction in ESP or EAP (Liang Haiying, Jin Yan, 2010; Liao Chunhong, 2011), or optional courses or extended courses for non-English majors. There are few studies which attempt to explore the applicability of Content-based Instruction to English for General Purposes at the tertiary level.

The present study chose four classes randomly from the freshmen in a university in Beijing as the subjects for four semesters’ experiment with Content-based Instruction. During the process, students were involved in studying the same course-book with other students, both belong to EGP. The only difference lies in the focus on instruction and the type of activities students were required to participate. For this experiment, project-based learning and task-based learning were adopted as the main teaching method, classroom interview, debate, projects and problem solving activities were adopted. In tandem with the instruction, qualifying formative was adopted. Students need to attain the basic objectives of learning to gain the qualification to attend the final term examination. Different from the commonly used standard tests in universities in today’s China, the final term examination focused on the content and students’ abilities to solve problems. The summative assessment is composed of listening, speaking and reading & writing, which were tested respectively, and students had to attain the pass score in each test to get the credit.

To cater for learners needs, questionnaire survey and interview were conducted at the end of each semester and changes were made in the operation. Questionnaire survey at the end of the course demonstrates that content-based instruction is well received by today’s college
undergraduates, who reported and demonstrated overall development through the course. The qualifying formative assessment and ability-based summative assessment were acknowledged by the students as scientific and effective tools of assessment. The study seems to suggest it is feasible and effective to adopt content-based instruction even for English for general purposes with non-English majors.

Wang Duqin, PhD, is now a professor serving in Beijing Institute of Petro-chemical Technology in China. He has been conducting research in instructional design, testing and assessment and teacher development. He has had more than 10 monographs and over 70 papers published.

Teaching Skills in an Expanding Circle Country (A Survey on English Teachers' Voices in the Exposure-poor Contexts)

Dyah Sunggingwaty

This is the first year study of three-year project that aims at developing models of EFL courses on teaching skills in pre-service teachers education for the context of 'exposure-poor environment' regions of Indonesia. In this first year study, the aim is to identify voices from high school EFL teachers' preferences of teaching skills and their empirical-factual teaching skills they performed in the classrooms. The study is a mixed analysis on a survey and an in-depth interview to Indonesian Senior High School English teachers who have been teaching in the acquisition-poor environment contexts of Indonesian remote regions. The result has revealed that based on the teachers' voices stated in the questionnaire, most teachers preferred to use the most up-to-date teaching methods, followed the right beliefs about English teaching, were willing and able to involve the students in classroom task, however when implementing the real teaching, the teachers were aware that they should suit their way of teaching to the real class conditions where the students' motivation to learn English is low, their involvements in class as well as classroom task are poor, thus there are not more rooms to practice naturally as well as enough models of target language use in the classroom. Moreover, most teachers did not have any choices to be innovative because the government controlled everything in the curriculum such as ‘teachers should follow the evaluation system’, ‘teachers did not have more freedom to self-develop materials, to decide more times for students to learn the subjects’ after class’, to arrange the chairs in the classroom’, etc. In a nutshell, there is a big discrepancy between what teachers’ teaching skills obtained when they were in pre-service teacher educations and the teaching skills which they should perform in real classrooms when they teaching after they become teachers.

Dyah Sunggingwaty is ELT lecturers in Mulawarman University.
Problematizing the Teaching of Business English in Emerging Markets
Eduardo Santos

Emerging markets and BRICS nations, such as Brazil and China, share common characteristics when it comes to English Language teaching, especially the teaching of Business English. These special characteristics shared by fast-growing economies might affect course design and lesson planning for in-company clients. In this talk, participants will be invited to reflect on the demands and challenges faced by corporate language learners in such a unique context and the consequences for the Business English teacher. Alternative approaches and methodologies to general English teaching are key to meet the needs of clients coming from this background.

This talk will discuss the challenges brought by corporations in emerging economies and the role of the Business English trainer as a coach. Participants will be presented with three common problems I faced in the last two years working with Business English teaching in Brazil and China. Each problem will be analyzed and possible solutions will be suggested for each one of them. This practical session will analyze problems and explore different classroom techniques, tools and resources that foster immediate results and help align course objectives with clients’ needs.

Eduardo Santos has been involved in English Language Teaching for thirteen years, having worked at language institutions in Brazil as an English teacher and Director of Studies. He currently works as an English teacher at Premier English School in Qingdao, China. He has also worked with various international companies in Brazil as a freelance corporate trainer teaching business English. Eduardo holds a BA Hons in English and Portuguese Languages and Literature and Cambridge Diploma in English Language Teaching module two. He blogs at ELTBakery.com

Common Writing Problems and Writing Attitudes Among Freshman College Students from Three Major Universities in Metro Manila: an Exploratory Study
Eduardo Teodoro Jr Ramos

E. Teodoro Ramos, Jr.’s MA thesis is an exploratory study on college freshmen’s writing problems in relation to their attitudes towards writing. The writing problems that were explored were the following, as identified by Yates and Kenkel (2002): a) Surface writing problems and b) Global writing problems. The problems were found in the essays of the participants. In conjunction with the writing problems that the author identified, attitudes towards checking and revising one’s work, towards writing, and towards receiving feedback on one’s writing were also identified through the writing attitude scale adopted from Erkan and Saban (2011) and re-worded by the researcher to suit the Philippine college context. The results of the study revealed that the majority of the writing problems were surface problems, particularly those related to verbs, nouns, and prepositions. As for writing attitudes, the participants of the study generally manifested positive attitudes, especially in terms of their beliefs in their writing skills, their willingness to re-edit their work when necessary, and their acceptance of feedback. Two of the pedagogical implications that have arisen from this study are the
intensive teaching of writing fundamentals and the implementation of writing workshops. One of the recommendations for further research is the utilization of other major universities, especially those located in other metropolitan areas in the country, in order to have a more thorough exploration of Filipino freshman students' writing problems.

E. Teodoro B. Ramos, Jr. ("Jet") is the owner and general manager of RRC Learning Events for All (his own learning event organization and management business), a partner at Kaizen 7 Group and Gr, and a recent MA in English Language Education graduate from De La Salle University-Manila. He is also an entrepreneur, an active church leader, a self-taught screenwriter, and a part-time character actor using the screen name Jade Cheung.

**Journalism Education for Bilinguals**
Eileen Meneses

Language is both the end product of journalism and the tool of the trade. For bilingual students, however, journalism education demands much more than excellent written communication skills. They are expected to have mastery of the second language, usually English, which proves to be quite a challenge for university students who grapple with the early stages of their interlanguage development. This paper examines the challenges in teaching and learning the higher education course, Journalism, among bilinguals or multilinguals. It derives from the newswriting assignments and reflection essays of Communication Arts majors taking the Introduction to Journalism course in University of the Philippines Los Baños — the national university's autonomous unit situated in a bilingual speech community in the Southern Tagalog region. The challenges are manifold. As findings reveal, bilingual student journalists do not only confront difficulties in abiding by the news structure and the principles of factual, objective, clear and concise writing, but also struggle with the limitations in their command of the language.

Eileen Meneses’s background as a writer in broadcast and print media has enriched my new career as a language educator who strives to understand the social context coinciding with the workings of the mind of the English learner. I currently teach the foundation courses, Basic English, College Writing in English, Writing of Scientific Papers, and Introduction to Journalism in University of the Philippines Los Baños.

**Learners’ Anxiety in Second Language**
Eilin Lee

In second language learning the affective states mainly refer to the learner's emotion, feeling, mood, attitude in the course of studying, etc.. The learner's affective states directly influence their study behavior and effects. Emotional and cognitive system are two subsystems in the information-
processing course. All information-processing courses contain the emotional component. Emotion can be the starting state of the information processing, and can be the background state, too. (Dodge & Garder, 1991). The foreign language learning is a dynamic information-processing course, in which subjective and objective factors play a very important role. The subjective factors mainly refer to something related to the learner's psychological factor, such as cognitive, affective factor. The role of the affective states in second language acquisition cannot be ignored. In second language acquisition, the positive emotion can help learners learn better. This article mainly analyzes the relationship between language anxiety and second language acquisition, and how to help learners cope language anxiety and improve it.

The Effects of a One-year Study Abroad Experience as Preparation for Becoming a Secondary School English Teacher in Japan
Emiko Yukawa

This is a longitudinal case study of one Japanese male student (K hereafter) who took a one-year leave of absence after finishing his third year at college and went to Canada to improve his English. Although much literature is available on such sojourners analyzing from various viewpoints (a good summary is provided by DuRon and Churchill, 2006), the present study examines to what extent K was able to improve English abilities for academic use as a secondary school English teacher candidate through his one-year study abroad with a following year at his university.

The data consist of a narrative (Frog, where are you? By Mayer, 1969), a phonemic differentiation test, both collected immediately prior to his departure to Canada, soon after his return, and one year after that. Interview data regarding his daily life and his wishes were also collected three times. His occasional email messages during his stay in Canada, video clips of his undergraduate thesis research presentation, and those of discussions in his seminar classes (conducted in English) as well as personal information about K’s life obtained through informal chats in Japanese were also used as additional data.

His spoken English improved drastically in terms of the quantity of words used, the quantity of information described, and fluency. His phonemic discrimination ability was good throughout the research period. He became much more willing to speak up in his seminar class. This drastic improvement can be attributed to multiple factors such as his knowledge about second language acquisition (and planning his life in Canada based on that) and social networks he created through his excellent kendo (a Japanese martial art) skills.

His accuracy in spontaneous speech, however, did not reach the level he desired. The details will be discussed in the presentation.

Emiko Yukawa (PhD in Bilingualism, Stockholm University) is a professor at Ritsumeikan University, College of Letters, where her main responsibility is to train future secondary school English teachers. Her research interests include English education at primary/secondary schools, bilingual education, and language attrition. Recently she has been supporting/training a number of elementary schools and their linked junior high school teachers. This paper is coauthored by Hideki Tani. He is a teacher at
Ritsumeikan Junior and Senior High School. He is interested in acquisition of pronunciation and World Englishes.

Utilizing Table as the Visual Learning Media to Accelerate Students’ Understanding of English Grammatical Concept

Eni Aeni

This study is aimed at helping students to understand some concepts of English grammar more promptly. It is because in some cases, grammar frequently becomes the obstacle of learning language. The method used in this action research is visual learning method using table as the media, which is suitable to be applied to University students or other adult learners who have taken their secondary level of education. Why this method is suitable for those who have taken secondary level of education because they are assumed to have already understood about the basic concepts of English grammar, but they still find difficulties in implementing them in their speaking or writing activity. By organizing a systematical form of tense-base table, this method is employed when edifying intermediate level students some basic grammatical concepts such as forming passive voice, making questions with various tenses, and using auxiliary verbs. The form of table itself is inspired by the form of it which is used for classifying blood type in medical field. This form of table is effective in accelerating students’ understanding of English grammatical concept as shown by their improving capability in answering and writing English sentences with various tenses. It is considered to be important to put this method into practice considering that the students will not able to get their progress in learning English if they do not understand how to employ the concept of grammar accurately in their sentences.

Eni Nur Aeni is an English lecturer (teaching Grammar and Reading) at Jenderal Soedirman University, Purwokerto. She’s graduated from English Department for her undergraduate program and completed her master degree in Faculty of Education, Oslo University, Norway. She wrote about a change in Higher Education management system as a response to institutional autonomy in Indonesia as her master thesis. She also has attended various conferences, either on teaching or culture theme in national and international level. Besides in Indonesia, she has ever attended conferences in Brussel, Belgium (2005) and in Hankuk University, South Korea (2014).

Some Effective Ways to Create a Positive Classroom Environment

Enkhzul Badamdorj

First of all we believe that creating a positive classroom environment is a crucial part of education. A successful management of the classroom is just as important as the content of the lesson. Therefore every teacher, regardless of the students’ differences in potential and interests and regardless of the teacher’s pedagogical experience, should be concerned not only about what
to teach but also how to manage the classroom well. From this point it is obvious that classroom management (CM) is a main issue which every teacher faces and which should be addressed and studied.

Our poster presentation is aimed to suggest interesting and effective ways to create a positive classroom environment to teachers and convey the importance of classroom management in maintaining a successful and effective teaching method. CM requires a mixture of certain skills, techniques, knowledge and practice from teachers; therefore, the goal of our poster presentation is to propose basic approaches and procedures of classroom management to instructors.

In our poster we focus on four parts concerning classroom management. First, we formulate a definition of CM and determine the benefits and positive influences of a well-managed classroom environment. Secondly, we describe some general principles of CM such as instructor’s behavior, dress code, attitude toward the students, use of appropriate and effective materials and resources and other various strategies. We also give a suggestion of seating arrangements (with pictures) and ways of monitoring and evaluating students. Thirdly, in order to accurately convey our ideas and suggestions we included illustrative examples in our poster. And lastly we evaluate our ideas and suggestions.

As teacher effectiveness became the renewed focus of many countries in the early 21st century every aspect of teaching methods including classroom management has become critical. That’s why we seek to contribute to the current knowledge by sharing our own ideas and experiences that we have gathered in a developing country like Mongolia. By doing so we hope to exchange and expand our knowledge and develop better approaches of improving educational methods not only in our field but in our community in general. After all, “Teachers’ effectiveness results in better achievements for students”, i.e. training effective and creative teachers is the root of a well-educated society.

Enkhzul Badamdorj
- graduated from the Mongolian Pedagogical University in 2007;
- obtained a Master’s Degree of English in 2010 from the Mongolian University of Science and Technology;
- is a member of Mongolian Association of English Teachers;
- is a member of Asian TEFL;
- has been working for 5 years as a teacher at the Mongolian University of Science and Technology;
- was involved in many conferences such as Mongolian TEFL 7, 8, 9 and others;
- took some teacher developing courses;
- authored books and publications on the following topics: “Some useful strategies for reading class” theoretical publication of NUM (2015);
- is interested in reading books, hiking out of the city, participating in charity and humanitarian activities etc.
Developing ESL Pupils' Interests Using 21st Century Interactive Learning Platform
Er Pei Ting

This game “League of Champions” (LoC) introduces a fun and interactive learning of English language through board games. The focus of this game is to bring the elements of fun learning, learner-centered, versatility, relevant context and practice, important soft skills (teamwork, communication, tolerance and etc) and also engage the students in teaching and learning session.

LOC was developed from the basis of popular board games where we selectively picked the important and significant aspects of games rules and learning from various sources. The intervention of this game is to create intrinsic motivation within the pupils while they are learning English in an English as Second Language (ESL) classroom.

LOC also provides students with a complete set of skills based on the contents of the English language syllabus (KSSR syllabus). It is also based on Malaysian contexts and culture and enable pupils to develop the four main language skills holistically.

The objectives of the project are to:
• Maximize the effectiveness of teaching and learning session by minimizing the affective filter of the pupils.
• Encourage pupils’ participation in the classroom.
• Develop pupils’ inter and intra personal relationship and social skills through group activities.
• Ensure the holistic development of pupils.
• Help teachers to plan and carry out lessons easily based on the KSSR topics.
• Introduce a new way of teaching and learning English in ESL classroom.

Er Pei Ting is a final year TESL student in Institute Pendidikan Guru Kampus Ilmu Khas. Currently, passionate with innovation and creativity in English language teaching for the Gen Z. In this 21st century, different methods and approaches need to be used to maximize the pupils’ potentials. I was the lead presenter who won Silver Awarded in the 23rd International MELTA & 12th AsiaTEFL International Conference 2014 and Bronze awarded for 24th International MELTA 2015.

Teaching Grammar Implicitly as an Alternative Approach
Erma Lailyfiah

This paper is aimed to be a writing in which we learn how to teach grammar implicitly and to see the grammar as an enabling skill in order to make the four main skills (listening, speaking, reading, writing) better. First, We will discuss the role of grammar followed by the notions of implicit presentation and its implications in teaching grammar. Next, we will discuss the teacher’s and learner’s role in the class. Finally, we will discuss how to teach grammar implicitly.

Grammar knowledge is important, but only insofar as it enables students to communicate accurately, meaningfully and appropriately. We often see the phenomenon of our students who know the rules of grammar but who are unable to ask for simple directions. Commonly, students fail to use
the grammar in the four main skills of language (listening, speaking, reading and writing).

Teaching grammar implicitly can be one of the solution in facing the problem that actually our students cannot apply the grammar rules in practice although they have mastered these rules of grammar. This implicit presentation can be called successful because it allows the students to learn the grammar meaningfully through the natural activities and topics given by the teachers. By meaningful learning, students can understand more about the materials especially for the grammar rules embedded in the four main skills of a language.

Can a Blended Learning Model Support Learner Autonomy?
Esther Boucher-Yip

Blended or hybrid learning combines two methods of delivery of instruction – the combination of the best elements of online and face-to-face learning. This blended learning model offers the advantage of personalization, individual attention, and support for language learners. However, for the language instructor, the challenge is selecting course content and activities that would be taught in the traditional classroom mode and those that could be supported online. In discussing the design of such a course, Cairncross and Mannion maintain that, “the key is to design learning activities which cognitively engage the learner, that is causes them to think about the material that is being presented, what it means, its relevance, how it can be applied and in what contexts” (2001).

In seeking pedagogically effective ways to engage learners and promote learner autonomy, the presenter will discuss the potential for integrating technology with writing instruction in the ESL classroom. The presenter was motivated by two research questions: What role can blended learning play in supporting the teaching of writing? How can technology engage learners and promote learner autonomy in the writing classroom? The presenter will discuss the application of technology tools in the course management courseware, Blackboard, in the delivery of language learning materials and development of interactive online components in the course. The presenter will describe how online materials were selected, developed and integrated in the course.

It was found that tools with exercises that are self-paced and self-correcting raised learners grammatical awareness and encouraged learner autonomy. In addition, students improved their writing skills by self-identification of common grammatical error patterns and gained a deeper understanding of English grammar. Finally, the presenter will discuss the opportunities a blended learning environment offers as well as its pedagogical challenges in integrating interactive components in the delivery of course content.

Dr Esther Boucher-Yip is an Assistant Teaching Professor in the Department of Humanities and Arts at Worcester Polytechnic Institute in Massachusetts, USA, where she teaches writing and communication. She has worked in the field of language education in various capacities in the United States, United Kingdom, Malaysia, Singapore, Brunei, China, and Laos. She has a doctorate from Leicester University in Applied Linguistics and TESOL. Her research interests are in sociolinguistics and language education. She is the author of ‘Language Maintenance and Shift among the Semai in Malaysia’, and the co-editor of ‘Local Contextual Influences on Teaching’.
To What Extent do Learners Benefit from Indirect Written Feedback? A Study Targeting Learners with Different Proficiency and (non-)Heritage Status

Eun Sung Park

Should teachers spend hours correcting students’ errors or should they simply underline the errors, leaving it up to the students to self-correct them? The current presentation reports on a classroom-based study which examines the utility of indirect written feedback on learners’ written output. Journal entries from students enrolled in intact L2 Korean classes (N=40) were collected and handed back to the students with all of their errors underlined (i.e., via means of indirect feedback). Students were then given class time to either identify the target of their errors, or self-correct the underlined errors. The results were compared across two proficiency levels (beginning vs. intermediate) and across their prior language exposure/learning experiences (heritage language vs. non-heritage language learners). The results showed that learners in general were able to self-correct more than a third of their errors, and that the non-heritage language learners were significantly better at perceiving and self-correcting their errors on orthography and particles. The results also showed that the higher proficiency learners were significantly better at self-correcting their errors on particles. The current findings illustrate that simply underlining the errors and asking students to self-correct them can be helpful especially for some “treatable” errors including errors on orthography and particles. The findings also highlight the importance of considering learners’ prior L2-learning experience when providing indirect written feedback.

Eun Sung Park is Associate Professor in the Department of English Literature and Linguistics at Sogang University, Seoul, Korea. Her primary research interests include learner-generated noticing, and the interface of theory and practice in language learning and teaching. Recently, she has expanded her realm of research to written corrective feedback, and English education for North Korean defectors. Her recent publications include articles in Language Awareness, Applied Linguistics, and Language Learning.

The Effectiveness of Shared Reading on Vocabulary Learning of Unmotivated Slow Learners

Eunhee Kim

This study aims to explore the effectiveness of shared reading (SR) 1) on the underprivileged slow learners’ vocabulary learning in terms of word-recognition and meaning, and 2) their attitude and self-efficacy toward English learning. Although a large amount of studies have proved the widespread wisdom that second language learners can enhance vocabulary learning through extensive reading, it seems difficult to implement the extensive reading program for students with little vocabulary knowledge such as beginning young learners. If learners do not know words, they cannot understand texts. If they do not understand, they do not enjoy reading and do not read any more. Then they cannot expand their vocabulary size. Thus, it is necessary to consider the effective way to turn this vicious circle into virtuous circle with alternative reading practice. In this respect, targeting 6 elementary school students in a social welfare center in Seoul, Korea, SR has been implemented for
first 10 weeks as a bridge course of extensive reading to find out how they expand their vocabulary size. For second 10 weeks, SR is combined with guided extensive reading (GER) as a transitional course to help participants become independent readers. For this study, easy graded readers for young learners are selected for shared reading program because of their low reading proficiency. Word cards are used as a post-activity to examine whether explicit vocabulary learning is helpful for slow learners. For data collection, interviews with participants and a homeroom teacher are conducted after class in order to see how shared reading affects their attitude and motivation toward English learning.

Eunhee Kim

Current Status: A graduate student in the department of English teaching, International Graduate School of English (IGSE), Seoul, South Korea. Original Affiliation: A teacher of Daejeon Seobu Elementary School in Daejeon, South Korea, with 11 years of teaching career (on administrative/study leave)

Expat Parents' Dilemmas on English as Their Children's Native Language

Eunice Aclan

The qualitative study described the cases of parents who worked or study abroad and whose preschool children were raised in English between multilingual parents. One-on-one interview was used to gather data from four expat couples selected through purposive sampling: Thai-Chinese working in Malaysia, Filipino working in Malaysia, African studying in the Philippines, and Filipino working in Thailand. Three major reasons emerged why the participants chose English for their children: English being the international language for children's survival abroad; parents cannot speak their host country's language; parents' assumption that English is used in schools, therefore, English-speaking children will have advantages; is the global language for their job someday. However, three downsides the participants struggled on their choice of English for their children emerged: participants' children were out of place not being able to interact with other children; early childhood education in Malaysia and Thailand where the three participants work do not operate mainly in English; fear of cultural identity loss as participants' children tend to be more monolingual than bilingual with their preference of English. Two participants brought their children to their home country and in just a few months of immersion to their own language, the children who refused to speak their own language with their parents while they were abroad adopted their own language quickly in school, community, and family. Thus, necessity and environment play vital roles in children's language adoption and adaptation. Children can learn multiple languages at the same time if they are not just exposed to the target languages but they have the necessity and opportunities to use them like in the Thai-Chinese parents' case when one parent speaks Chinese to their child, the mother speaks to him in English and the grandparents in Thai and the child knows whom to speak what language with.

Eunice Aclan works at the Graduate School and Research Center of the Adventist University of the Philippines. Her research interests include SLA, learning and teaching strategies and education and language policy.
Metacognitive Reflection in EFL/ESL Classroom
Eunice Aclan

The qualitative study explored and described the participants’ experiences on how and why metacognitive reflection can facilitate teaching and learning. Semi-structured interviews were used to gather data from seven focus group (FG) participants, i.e., international graduate Academic Writing and Speaking students who are all teachers of various levels. Also one-on-one interviews were conducted with four language teachers: one elementary teacher, one secondary teacher, and two university lecturers. The audio-recorded data were transcribed, analyzed, and interpreted. The findings show that there are two common modes of metacognitive reflection used in EFL/ESL classes: spoken and written. The former can enhance the students’ English communication skills better, particularly in terms of fluency due to the urgency and challenge of expressing their thoughts spontaneously and develop their critical thinking skills due to the necessity of quickly analyzing and organizing what they have learned. Some participants said that writing, although more taxing, gave them more time to critique their own learning, organize their thoughts, and practice their writing especially on a topic they can relate well. Three themes emerged why the participants use metacognitive reflection in their teaching: evaluation of their own teaching towards improvement, understanding students’ learning process, and assessment and reinforcement of how students would apply their learning to the real world. The findings also show that metacognitive reflection can be used with various levels of learners, i.e., elementary, secondary, and college, as well as mixed English proficiency levels. However, the participants reported that as a strategy, reflection is more useful and beneficial for low proficiency students as it gives them more opportunities to practice their English, both oral and written, while they reflect on their cognitive learning as it makes them understand and remember better what they have learned and clarify what they do not understand well.

Eunice Aclan is the journal editor of the the University Research Center and teaches at the Center for Graduate Studies of the Adventist University of the Philippines. Her research interests include SLA, teaching and learning strategies, and language and education policies.

A Communication Course for Cosmetology Students in Korea
Eunjee Ko

The goal of this paper is to develop a curriculum suitable for cosmetology students in Korea. Through the course, students will develop communicative competence by focusing on topics in vocational situations. It has an integrated syllabus: the syllabus of communication classes is a combination of notional functional and situational syllabuses. According to Richard (2001), notional functional syllabus consists of functions (e.g., greeting, socializing, seeking for information), whereas situational syllabus is organized around the language needed for different situations (e.g., hair salon, nail salon, aesthetics).
The curriculum is designed based on four strands to make the language course well-balanced (Nation & Newton, 2009). In addition, cultural learning which is an essential component of language education (Pulverness, 2003) is included because future beauty professionals need to know how to behave as a service operator for foreign customers.

There are five major reasons why English in beauty industry in Korea is important. First of all, foreign residents in Korea are emerging customers in the cosmetology business world, and their number became 1,576,034 by 2013. Secondly, the popularity of Korean beauty products is increasing. Next, Korea government enacted regulations for beauty business promotion in 2010. Finally, the number of cosmetology departments in Korea increased by 30% in the past deceased. However, according to Korea Health Industry Development Institute, there is a lack of training systems for beauty professionals that will lead the industrialization and globalization of the beauty business. Especially, educational programs for major foreign languages like English and Chinese are not sufficient. When it comes to future beauty professionals, most of the departments provide only a few English courses for specific purposes. It is difficult for English instructors to design ESP courses by themselves. In order to meet the practical communicative requirements of the working situations mentioned above, experts in the ELT field should develop curricular suitable for cosmetology students.

**Eunjee Ko** is a MA student in International Graduate School of English, majoring in English Language Teaching. She has worked as a middle school teacher at Chungcheongnam-do for 5 and half years. Her special interest has been developing materials and courses for English for vocational purposes (EVP). She evaluated existing materials on the Korean market to develop an effective course book for cosmetology students in Korea. To gain access to the occupational community, she learned make-up at a make-up academy and had interviews with beauty professionals. Currently, she is investigating all undergraduate schools for cosmetology in Korea in order to look at their curricula for ESP. She can be contacted at olivia_ko@igse.ac.kr

**Second Language Acquisition : Age and Gender in Second Language Learning**

Fahriany

There is no doubt that language acquisition is a complex process which involves several factors, and that this process is highly influenced due to plasticity of the brain. Also, the types of memory systems involved in females and males are also have a pivotal role that makes the genders distinct. Age and gender, are among the factors that run in parallel with other factors and deeply influence language acquisition process. Given the importance placed on the role on age and gender, the researchers hold age and gender are not the necessary conditions for second language acquisition, although genetically there are some benefits that can be reaped for those who begin L2 acquisition early. Furthermore, both males and females are equipped with some predetermined tendencies that would be helpful for them to acquire some aspects of language much faster and easier. This article discusses and elaborates the ideas for and against age and gender as two influential factors in
facilitating the process of language acquisition.

**Fahriany** is an English lecturer at the Faculty of Tarbiya and Teachers Training, UIN Syarif Hidayatullah Jakarta. She got her Doctoral Degree from State University of Jakarta. She is the Head of Post Graduate Program Faculty of Tarbiya and Teachers Training UIN Syarif Hidayatullah Jakarta.

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**Reading Strategies for Chinese EFL Students: Perceptions and Practices of Lexical Inferencing**

Fang He

This study examined a group of learners’ lexical inferencing strategy use, their vocabulary size, and their success in guessing word meaning. Participants responded to a questionnaire, and then performed a one-time reading of a short passage containing ten unknown words. A sub-sample of ten students participated in an interview. Four tests measuring their ability to recognize and recall form and meaning of the target words were used. Results revealed that (a) those who performed sufficiently in these tests used certain strategies more effectively than those who had relatively lower scores in these tests; (b) learners’ vocabulary size played a significant role in using context effectively, and learners with a larger vocabulary size made more correct lexical guesses than those with a smaller one; (c) learners presented the best scores in form recognition, followed by meaning recognition, recall of meaning, and recall of form, which showed a gap between receptive learning and productive learning of an unknown word. Follow-up individual interviews showed that these learners’ actual lexical inferencing practices in the reading experiment were in line with learners’ self-reported strategy, reinforcing the validity of the study.

**Fang He** is a lecturer at the department of English, Nanning University, China. Her research mainly includes Task-based language teaching, extensive reading, computer-assisted language teaching.

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**A Corpus-based Study of the Cohesive Devices in College Students’ English Academic Writing**

Fang Li

English academic writing is considered an important competence for college students. Among the traditional six sections of academic paper, namely introduction, literature review, methods, results, discussion and conclusion, literature review part involves the logical organization and connection among different literatures. Based on Martin’s framework on internal conjunction, this paper investigates college students’ usage of internal conjunctions in the literature review part of academic papers. 240 graduation papers in English by Biomedical English majors from Peking University Health Science Center were collected and a small-scale corpus was built for analysis. Distributions of different types of internal conjunction and the frequent misuses on internal conjunctions are found based on the corpus. The relationship between the frequency of conjunction use and students’ gender, English proficiency and subject area of the thesis are further detected.
Implications on teaching academic writing are drawn from the study.

Ms Fang Li
Lecturer, Applied Linguistics Department, Peking University Health Science Center;
Research field: language teaching and research, sociolinguistics
Email: chinesedaughter@126.com

3-PP-809-5

A Study of the Context of University EFL Teacher Research — the Example of the Inner Mongolia Autonomous Region
Fang Su

Recognizing the nature and importance of context is crucial to understanding and promoting EFL teacher professional development in China. This study aims to obtain a general picture of the context of University EFL teacher research in the Inner Mongolia Autonomous Region, an ethnic minority region in North-western China. Questionnaire responses from 120 English teachers and narrative inquiries with 10 of these teachers in this region contribute to the data of the study. Activity theory enables us to organize information about mediated social activities in order to clarify the interconnected and inseparable relationships among the components of the activity. Based on this theory, this study focused on interactions among the components of the context of teacher research, especially interactions between individuals and the environment in which they conduct their research. Analysis from the perspectives of teachers’ perceptions of research, their research practice, and their research conditions shows that the research context of EFL teachers is not satisfactory. Discrepancies were found between teachers’ research practice and the support they expected from the institution, between teachers’ perception of research and their actual practice, between the outputs they get and the efforts they put in, and between teachers’ expectation of help from colleagues and the actual help they get. EFL teachers’ research engagement is interactively influenced by personal, interpersonal and institutional factors, which shape the context of EFL teacher research in this region. The study also suggests ways of utilizing the context and promoting teacher research engagement to further promote teacher professional development.

SU Fang, an instructor at Inner Mongolia University of Technology, is instested in Applied linguistics, and especially in teacher professional development.

2-PP-808-10

An Analysis of Demotivating Factors in Vocational College English Learning
Fangfang Lu

Demotivation is relatively new in the second language motivation studies. An increasing number of scholars have been studying main demotivating factors in the second language learning since the 1990s. In the researches conducted by Oxford (1998), Gorham (1992) and Christophel (1992),
external influences, especially “teacher”, were found to be the main demotivating factors. Later, researchers concluded that besides external factors, internal factors like “lack of intrinsic motivation” could also lead to demotivation in the process of learning a second language (Kikuchi and Sakai, 2007). In China, the research on demotivation is still at its initial stage, simply introducing study background of demotivation abroad (Liu Honggang, 2009). Li Yanhui (2004), Zhang Zhe (2007), Liang Liang (2008), etc. have arrived at similar conclusions to researches abroad that “teacher” is a salient demotivating factor. Among most of the researches, students in elementary schools, middle schools and universities are usually chosen to be the subjects, but vocational college students, as a special group in Chinese education system, are barely studied.

This thesis is designed to investigate the demotivating factors in English learning in Chinese vocational colleges. The study was carried out by quantitative approach. A total of 50 students from Henan Vocational and Technical College of Communications participated in this study and they were asked to complete a close-ended questionnaire on demotivation. Through a principal axis factor analysis, six demotivation factors were extracted: 1) Teachers’ competence and teaching styles. 2) Learning failures. 3) Inadequate facilities and learning context. 4) Inappropriate handling with learning materials. 5) Learning content. 6) Lack of intrinsic motivation. Based on the results of this study, tentative suggestions are put forward with an aim to shed more light on vocational college English teaching and minimize learner’s demotivation.

Fangfang Lu was admitted to Southeast University majoring in English in 2010 and after four years’ study I go on studying in the School of Foreign Languages in SEU by exam-free recommendation from the year 2014. Now I am a first grade graduate student.

Problems Faced by University Students in Spoken Language (Pakistani Context in Particular and Asian Context in General)

Farkhanda Aziz Awan

The study aimed to identify the university students’ problems that they face in speaking. This study helped to evaluate the importance of English speaking in Pakistani context (Asian Context in general). This study identified the problems in speaking English among university students. It was followed by recommendations that how university students can improve their spoken English.

Due to limited resources and time the researcher studied the following aspects: Subject was English, level was University level, and this study was conducted in Lahore City.

This study has a significance not only in Pakistani context but also in International Context wherever English is spoken as second language. As the students can improve their spoken by following the recommendations given at the end of this study.

This study was conducted in Pakistani context in order to know that what types of problems Pakistani students face while communicating in English.

Questionnaire was used as data collection tool. The sample of the study were 60 students from public sector universities located in Lahore including University of Education, University of the Punjab and University of Sargodha, Lahore, Pakistan.
In addition to that 20 lectures from these universities were interviewed in order to know that what is their observation regarding students’ problems in spoken English.

The results of the study show that students face problems in spoken due to lack of vocabulary, weak hold on grammar, pronunciation, unsupported environment, lack of encouragement from class fellows, friends, family members, lack of confidence, inability to frame statements in mind while speaking. These are the problems that contribute to the problems in spoken. The study gives some recommendations to overcome these problems.

Farkhanda Aziz Awan belongs to the city Mianwali of Pakistan. I have doe my M.Phil in applied Linguistics from Kinnaird College Lahore with a good CGPA. Before that, I did my BS English form International Islamic University Islamabad,Pakistan. Professionally, I am a lecturer English at University of Sargodha Lahore Campus, Lahore Pakistan. I have authored a book named ‘Approaches to the study of Linguistics” I presented at an international conference held at Kinnaird college for Lahore, Pakistan. I held a workshop titled “strategies to improve fluency in speech” at university of Sargodha,Lahore. I have translated several books of history written for Children from Urdu to English. My areas of interest are Phonetics and Phonology, Sociolinguistics, Syntax and Intercultural Communication.

2-PO-8F-26

Task-based Learning and Teaching Technology in the Profession-oriented English Teaching in Kazakhstan: Multilingual Context
Farok Zakaria

Modern Kazakhstan is a multi-ethnic and poly-confessional state developed in the conditions of multilingualism, and foreign language learning is one of the main indicators of adaptation to the new social-political and social-cultural realities.

Moreover, modern changes in the society’s social and economic life as well as the new approaches to specialists’ training demand an adequate modernization of higher education system, in particular the profession-oriented training. Such training provides professional orientation not only to the maintenance of training materials, but also the activity in forming professional skills of practical English used in various spheres of communication.

Consequently, the creation of an innovative model of higher education is apparent which combines the best traditions of Kazakhstani and world educational systems, in particular in the area of profession-oriented English language teaching.

The literature review states that acquirement of professional competencies along with the study of foreign professional culture become the main issue in the content of profession-oriented English language teaching in Kazakhstani higher education system.

In this regard, this paper attempts to create the strategic model based on Task-based learning and teaching (TBLT) technology in profession-oriented English teaching for multilingual specialties aimed at the improvement of Kazakhstani higher education system’s quality in the conditions of multilingualism.

Then, the paper tries to discuss the integration of the course of foreign language teaching methodology with vocation-related subjects in the strategic model on the basis of TBLT technology.
in the conditions of multilingualism.

In addition, the paper aims to examine the TBLT effect on communication skills of students in profession-oriented English language learning in the conditions of multilingualism.

Finally, the expected outcomes of the paper are connected with the development of research tools for obtaining new data on the efficiency of TBLT technology use on the basis of the strategic model and ethnographic research of students.

Farok Zakaria is a professor of University of Malaysia Kelantan, Malaysia.

2-PP-810-1

A Critical Discourse Analysis on American Adventure Television Series Lost and the Pedagogical Implications
Fateme Esmaili

This study attempts to make an in-depth analysis of one of the well-known produced television series titled as “Lost” with a critical discourse analysis perspective by focusing on the transparent as well as opaque cultural, religious, and even ethnic values in order to have a clear understanding of the ideology through which the discourses of different characters were directed. To this end, a blended and eclectic model was designed and developed based on the principles of different approaches to critical discourse analysis (henceforth CDA) as well as the principles of sociocultural theory (SCT). In effect, the present study was conducted through a model titled as critical cultural analysis (CCA), in which a demanding role was considered for culture. The findings of the study revealed that the series consciously depicted the Americans and their culture as well as their social status in a higher position which is mainly molded with humanity. Whereas, the blacks, Asian or no-American and non-Europeans, especially the Muslims, were depicted as the bad guys who hurt others; who illegally did unfavorable things and who are far away from humanity. The results of the study have many pedagogical implications which can be implemented in the language classes in terms of consciousness-raising or other procedures.

2-PP-806-5

An Analysis of the Gaps between the Guidelines and Implementations in the Assessment of an ESL Curriculum
Fei Li

It has been over ten years since the implementation of National English Curriculum Guidelines for Senior High Schools. During the process, there have been a number of gaps between the guidelines on paper and the implementation in practice regarding assessment. Firstly, the conflicting purposes, processes and products in assessments are presented by comparing and contrasting formative assessment and summative assessment. The influences between the differences on goals and objectives are also discussed. The paper explores the strengths and weaknesses of the two assessment approaches from the perspectives of validity and reliability as well. Then it demonstrates
some washback effects on what the teachers teach and how they teach, i.e. syllabus and methodology agendas. The results of the analysis shows that the implementation of assessment is lagging behind the paper guidelines, which demands changes for curriculum development. The paper concludes by recommending a checklist as a systematic evaluation plan to improve the test design thereby facilitating curriculum development.

Fei Li is a PhD candidate majoring in Language Education at the Huazhong University of Science and Technology in China. Before this, I had worked as a college English teacher for over three years. My research interests are language teaching and second language acquisition. My email address is faya14126@hotmail.com.

A Tentative Study on the Students' Progress of EFL Writing Based on Automated Essay Scoring — Exemplified by http://www.pigai.org
Fei Wang

It has been proved that AES (Automated Essay Scoring) has been playing an important role in improving English writing. Based on www.pigai.org, the research focuses on the students’ progress of vocabulary, syntax, structure and writing specifications in EFL writing. And it shows that JUKU has exerted a more positive influence on vocabulary and writing specifications. Following that, the research would also deal with the evaluation of AES from both students and teachers. It is expected that a comprehensive evaluation system should be constructed involving teachers' marking and peer review. The model of AES should be improved and teachers should update their teaching strategies to integrate the modern technology into the EFL Writing practice better.

Wang Fei (1979- ), female, MA, a lecturer with Tianjin University Renai College, whose field of research includes English teaching, translation theory and practice, is rich in English teaching experience of 8 years and gets several awards in the teaching competitions. Besides, Wangfei is also the leading reseacher of the project groups and the author or co-author of several books.

Reading Strategies for Chinese EFL Students: Perceptions and Practices of Lexical Inferencing
Feng Teng

This study examined a group of learners’ lexical inferencing strategy use, their vocabulary size, and their success in guessing word meaning. Participants responded to a questionnaire, and then performed a one-time reading of a short passage containing ten unknown words. A sub-sample of ten students participated in an interview. Four tests measuring their ability to recognize and recall form and meaning of the target words were used. Results revealed that (a) those who performed sufficiently in these tests used certain strategies more effectively than those who had relatively lower scores in these tests; (b) learners’ vocabulary size played a significant role in using context
effectively, and learners with a larger vocabulary size made more correct lexical guesses than those with a smaller one; (c) learners presented the best scores in form recognition, followed by meaning recognition, recall of meaning, and recall of form, which showed a gap between receptive learning and productive learning of an unknown word. Follow-up individual interviews showed that these learners’ actual lexical inferencing practices in the reading experiment were in line with learners’ self-reported strategy, reinforcing the validity of the study.

Feng Teng is a language teacher educator at the department of English, Nanning University, China. His main research interests include teaching and learning vocabulary, extensive reading and listening.

Incidental Vocabulary Acquisition from Reading and Listening: The Effects of Word Exposure Frequency

Feng Teng

The current study compared the frequency rate at which word knowledge was acquired by English as Foreign Language (EFL) students from the two input modes of reading and listening. Fifteen target words were selected and allocated within three frequency groups. The four test types of recall of form, recognition of form, recall of meaning, and recognition of meaning were administered to measure a student’s ability in building a form-meaning link. Immediate posttests were administered for assessing vocabulary development, and delayed posttests were administered two weeks later for assessing retention. The results of the current study revealed that new words could be learned incidentally in both modes, but more word knowledge was learned in reading. The effect of word exposure frequency on incidental vocabulary gains was significant for the four test types in both of the two modes. As only partial word knowledge was acquired by both modes, it appeared that, for these two modes to be a valuable source for incidental vocabulary learning, not only word exposure frequency, but also elaborate word processing be needed. Relevant implications for teaching and learning vocabulary were proposed.

Feng Teng is a full-time lecturer and researcher at the department of English, Nanning University, China. He has a wide range of research interests which include vocabulary development, extensive reading and listening, learner autonomy. His recent publications appeared in ELT World online and TESL Reporter.

The Action Research on the Application of CBI to English Oral Presentation

Fengying Zeng

Content-based Instruction has been widely adopted in English teaching. This paper reports the action research on the application of CBI to English oral presentation at an art university. We adopted qualitative study as the main approach to get information by means of interview, observation and
students’ and teachers’ record. The study is conducted through one academic year. Through three phases of practice, adjustment and improvement, we found that students participating actively in the content-linked oral presentation not only achieved better grades in the final exam, but also performed better in National English Competition for College Students. In addition, it promoted the students’ courage and interest in speaking English and fostered their spirit of teamwork.

Zeng Fengying, born in Cao County of Shandong Province, got her Master Degree at Shandong University. She is an associate professor at Shandong University of Art & Design now, whose research interests are applied linguistics and English teaching.

Investigation in Non Participative ESL Learners in the ESL Classroom Discussions: a Case Study
Fideliamathew Sipaun

This case study investigated the non participative ESL learners’ oral participation in their ESL classroom discussions. This investigation was guided with two research questions: (1) what are the factors influencing non participative ESL learners’ oral participation in the ESL classroom discussions? (2) how do the factors affect the non participative ESL learners’ participation in the ESL classroom discussions? To enhance the generalizability and credibility of this study, multiple-case study method was applied. Multiple data collection by means of in-depth interviews and classroom observations were utilized to gather data from the three participants. The data were analyzed using Miles and Huberman’s (1994) data analysis; data reduction, data display, and conclusion drawing and verification. The study revealed that the factors influencing the non participative ESL learners were interrelated. The factors were summarized into three main categories: (1) affective factors (a) attitude, (b) personality traits, (c) motivation; (2) pedagogical factors (a) teacher factors, (b) peer influence, (c) classroom factors; (3) cognitive factors (a) interest in the topics discussed, (b) lack of knowledge in the subject matter, (c) learning strategies/ styles. The findings suggested that these factors affected the participants’ behaviour, interactions and language learning strategies in classroom discussions. The insights from this study addressed ESL teachers, curriculum planners, and syllabus and material designers to be aware and sensitive towards the needs of non participative learners.

Fidelia @ Esther Mathew Sipaun is a TESL lecturer currently attached to Teacher Education Institute Kent Campus, Sabah, Malaysia. She received her B.ED TESL (HONS) from Canterbury Christ Church University College, United Kingdom in 2001, and M.ED TESL from Universiti Malaysia Sabah, Malaysia in 2010. She has been teaching for 15 years. She has taught as an English Language teacher in the urban and rural secondary schools in Sabah, an English Language tutor at MARA Institute of Technology, and Universiti Malaysia Sabah. Her research interests include the necessity for critical reflection by trainee teachers in adapting to speaking skills lessons.
The Use of Collaborative Writing Plus Technique in Improving Students’ Writing Skill in Multilevels Class

Fikri Asih Wigati

In a class comprising many proficiency levels, students often find problems in composing an essay writing, while the teacher also often meets more challenges in curing the problems. This classroom action research formulated a solution after conducting several cycles. The participants in this study were 20 students who enrolled in writing IV class in the fourth semester of English Education Program in a university in Karawang. The data were collected by way of various techniques i.e. classroom observations, analysis of the products, and interviews with the writers. The data were later codified and juxtaposed in order to have the solution by revealing the students’ technical ability and problems in writing (content, organization, vocabulary, grammar, and mechanics) and the students’ psychological traits (feelings, motivation, and self esteem). The third cycle met the solution to overcome the problems through applying the modification of Collaborative writing which then called as “the Collaborative Writing Plus Technique”

Fikri Asih Wigati is one of the lecturers in Indonesia who put the concern on how to improve students’ writing skills by investigating problems and finding out the solutions.

Adjacency Pairs in Teacher-students Interaction in an English Day Program at an Elementary School: a Case Study

Fransiscus Mukarto

The current study focused on the adjacency pairs in teacher-students interaction in an English Day Program in a private elementary school in Indonesia. It aimed to find out the distribution of the initiations, responses and follows up and the language functions found in the adjacency pairs. The study was conducted in a national plus elementary school in Yogyakarta, Indonesia. Unlike many other elementary schools, this school has an English Day Program. The data were texts obtained by observing and audio-video recording the interaction between a non-native English teacher and 23 fourth grader students, all Indonesian, in four 50-minutes sessions, indoors and outdoors.

The analysis results reveal that most of the adjacency pairs were initiated by the teacher and both the teacher and the students responded verbally or physically but the verbal responses outnumbered the physical ones. As the teacher initiated most of the interaction, the students’ responses outnumbered the teacher’s responses. Both the teacher and the students followed up a number of responses but the teacher’s follow up outnumbered the students’. The results also reveal that the language functions in the teacher’s initiation included asking display and referential questions, giving information, giving instructions, greetings and getting attention while students’ initiation contain all these language functions plus giving opinion and asking for permission. The questions asked were to some extent different: the teacher asked more display questions while the students asked more referential questions. The teacher’s responses included agreeing and
disagreeing, giving confirmation, giving information or answering display and referential questions while students’ responses included all of these functions plus interrupting. Students also displayed much more physical responses. The follow up were mostly encouraging although some were discouraging and advising when they were unacceptable or inappropriate.

**Fransiscus Xaverius Mukarto** is currently chairperson of the Graduate Program in English Language Studies, Sanata Dharma University. Teaching experience includes teaching English to Vietnamese and Cambodian refugees, teaching Indonesian language to expatriates, and currently teaching foundation of English language education, second language acquisition, research in English education, and language teaching methodology. Publications: English textbooks for primary and secondary school students, and ESP for university students. Research interests: teaching methodology, materials development, Second Language Acquisition.

**English Education Policy amid Global Transaction: a Case of Indonesia**

**Fuad Abdul Hamied**

My presentation will deal with two interrelated issues: global transaction and English education in Indonesia. International cooperation is an unavoidable phenomenon in this increasingly globalized world with ever increasing tough competition. Consequently, the Indonesian people from all walks of life must take every benefit out of multi-lateral transaction. However, our quality of human resources could become a stumbling block for all-sector leverage in the region. A significant tool for successful global competition is adequate mastery of the tools for global interaction, one of which is certainly English. Mastering a second or foreign language is fortunately not a new experience for the Indonesian children, exposed to more than one language, as they live in a milieu of more than 700 living languages. As regards English proficiency, more than 90% of senior high school students were categorized into the novice and elementary levels, contrary to the expectation of the curriculum i.e., the intermediate level. This was due among others to the fact that using the same assessment, their English teachers’ proficiency across the board was only at the intermediate level. To alleviate this unhealthy condition, English education should be geared towards the one for international communication, not the one designed with a somewhat rule-governed and toward native-like set of standards. In brief, the design of the teaching of English in Indonesia should situate English in the same way as the Indonesian language amid those hundreds of local languages. English teaching should then be designed with reference to acceptance of English varieties, focus on fluency rather than accuracy, local-culture contents, and ICT-based instruction, the country as an archipelago.

**Fuad Abdul Hamied** is professor of language education at Indonesia University of Education. His M.A. degree in TEFL from SIUC, USA and his PhD in Education from the same university. Asia TEFL EC member, Former President of the Association of Teaching English as a Foreign Language in Indonesia (TEFLIN), former editorial board member & current advisory editorial board of the Journal of Asia TEFL, currently a reviewer of MELTA Journal and the New English Teacher. His latest publication includes

2-PP-822-6

The Official Trilogy and Public Paradox: Understanding the Chinese Mainland Policies of ELT on Secondary Level from the Perspective of Culture Politics
Fuli Liu

The history of English test reform on secondary level in China reflects Chinese development in recent thirty years, that is, the stress on English corresponds with Chinese reform-and-open process. On the new historical step, there are some reflections on English language and English language education in China, and particularly some people hold that it is necessary to reform the English tests, to re-understand the significance of English, and to lower down its weight in education. And of course some others still stress the importance of English language and English language education in China, refusing to weaken the status of ELT in school education. The two trends of thinking could be explained by the cultural politics of English and its education. Though English helps enhance Chinese reform-and-open history, it produces difficulty in education because of its role as a foreign language, and it also brings about some possible problem in the field of ideology. As a matter of course, the two trends of thinking of English language education policies are reflections of the practical situations of development in China.

Fuli Liu (Ph.D) is currently an associate professor in the School of Foreign Languages, Southwest University, Chongqing, China. His research interests include Linguistics and Foreign Language Teaching.

2-PO-8F-3

Motivating Extra-Reading (Classroom Experiment with Asian Students)
Galina Papsheva

In teaching EFL reading plays rather important role. By reading students enhance their vocabulary and thus their speaking abilities are growing, they find and learn grammar structures in the context. Also reading helps them get to know foreign countries traditions and cultures. All these are of great importance when you are teaching English for students from Asia. But in the era of the Internet developing with enormous speed the interest to reading books is gradually lowering. The task for EFL teachers is to support and develop readiness abilities of their students. The aim of this paper is to find out the ways of motivating students’ interest to extra-reading.

Galina Papsheva is an Assistant Professor, the Chair of Professionally-Oriented Foreign Languages, Far Eastern Federal University, Vladivostok, Russia. The author has been teaching EFL for 27 years. 5 of them for Asian students (China, North and South Korea, Vietnam), took part in 5 international
conferences. The author of several research papers. Interest of research - methods of teaching English, ESP. Was a participant of a teachers’ training course in 2013 in the Griffith University, Brisbane, Australia, got a TESOL certificate. e-mail: gallomania2012@yandex.ru

3-S-825-4

Empowering English Language Learners Through Project-based Learning
Ganga Gautam

Lack of confidence among the English language learners to use English in and outside the class is attributed to several factors such as anxiety, fear, motivation and stress (Bailey, 1983 and Gass and Mackey, 2007). Empowering learners by engaging them in the appropriate English language projects helps them take the charge of their own learning. This paper presents the process and impact of project based learning (PBL) to empower English language learners in large class of 50 plus in under resourced English language classrooms. The speaker will first present the rationale for empowering learners for effective language learning and link it to project based language learning which is widely used around the world in language classrooms. The speaker will present the process and steps of the project based learning that he implemented in his local context. He will share how the projects built confidence among the learners, and brought about positive learning outcomes in large and under resourced settings highlight the impact of the project based learning in their language development through the results of the pre-test and post-test scores. The speaker will also share the sample projects, feedback from learners and his classroom experiences.

Ganga Gautam, an Associate Professor at Tribhuvan University in Nepal, trains English teachers at all levels and contributes to the revision and dissemination of B. Ed. and M. Ed. English Education curricula throughout Nepal. Ganga is one of the founding members of Nepal English Language Teachers’ Association (NELTA). He organizes national and international conferences and capacity building workshops for the NELTA trainers. He often collaborates with the Ministry of Education, the US Embassy, the British Council and other national and international ELT associations. Ganga has presented and participated in a number of workshops, seminars and conferences in Nepal and abroad.

2-PO-8F-20

Guessing Words in context
Gantsetseg Jadamba

Teaching English Vocabulary is an important field in language teaching. It is a necessary part of a language and needed to express meaning. To acquire reading, listening, speaking, and writing skills students have to develop their vocabulary knowledge. One of the most effective ways of vocabulary learning is guessing the meaning of words from context. To teach students meaning of the words and how they are used is useful to present them in context and students are more likely to deduce meaning from a context. Also they will see how new word works grammatically and context will help them make the words more memorable.
The ability to guess the meaning of a word without referring to a dictionary saves time and allows the students to continue reading without interruption.

To guess a meaning of word students must consider and interpret the available evidence, predict what should occur, and seek confirmation of the prediction.

Teachers often try to convince students that they do not need to resort to the dictionary for every unknown word they encounter. Using dictionary wastes time to look up every unknown word because a reader can get an approximate meaning based on contextual clues. Students often mind hard to understand the meaning of a new word without looking it up in a dictionary. In the activity teacher can keep on giving examples until the students can answer by saying the word or show their comprehension by providing further appropriate examples.

It is very easy for learners to look up words in a bilingual dictionary and restrict their understanding of a word to the first entry in the dictionary. Understanding additional meanings, collocations, and uses of the word in idioms is important for developing depth and breadth in learners' vocabulary.

Finally we summarize vocabulary knowledge is extremely important. If students don't understand meaning of the words they faced in a text, their comprehension of the text is likely to fail. To increase reading efficiency guessing the meaning of words from context is significantly useful.

According to our teaching experience, new words presented separately where hard to learn for students but words in context helped them understand meaning from context and students saw how new words were used grammatically in a sentence.

Gantsetseg Jadamba was born in the capital city Ulaanbaatar of Mongolia in 1974. I graduated from School of Foreign Languages, MUST in 2000. I have been working at the School of Foreign Languages of Mongolian University of Science and Technology as an English lecturer since I graduated from the university. I defended my PhD in Philology in 2012. I have always participated in the international conferences, such as 11th and 12th Asian TEFL, International Conference in Russia etc.

Study on the Application of Micro-lecture in the “Flipped Classroom” Teaching Mode in the Era of Big Date
Gao Xue

The era of Big Data challenges the traditional teaching moods and learning strategies. Micro-lecture, as new teaching and learning form which is fit for the date’s integration, analysis, and prediction, is widely developed and applied. Thus, “Flipped classroom” teaching mode is put forward and makes the classroom teaching more effective. Among the elements of flipped classroom, Micro-lecture is the necessary precondition.

In the learning part, micro-lecture is the important learning resource for the learners, which helps learners acquire and reconstruct knowledge in the fragmented learning after class. In addition, in the process of using micro-lecture resource, the integration and analysis of date, such as the frequency and times of watching micro-lecture, the different parts of micro-lecture being watched, helps teachers’ supervision to learners’ Autonomous learning on one hand. On the other hand, it
assists teachers to know the depth and breadth of learners’ Autonomous learning, and to know the difficulties and problems they meet in learning. In this way, teachers are able to conduct pertinent teaching in the classroom, and help learners acquire and reconstruct knowledge effectively. Also, teachers can keep track of learners’ study to help them strengthen and deepen knowledge, and cultivate related abilities.

The paper also discusses the possible model of flipped classroom, the related theory of micro-lecture and the practice of micro-video.

The paper includes four parts: in the first part, the theoretical and teaching background will be introduced, such as the influence of big date to teaching field, the concept and practice of flipped classroom. The second part will mainly discuss micro-lecture and some problems related to it. The third part is the main body of the paper which will focus on the applications of micro-lecture to flipped classroom. The last part will involves in the problems to be solved in the practice of micro-lecture.

1-PP-809-10

Specific Academic Degree Programmes and Customised Language Assessment
Gareth Richard Morris

While general English proficiency tests have many uses, they are not appropriate in some academic contexts. This presentation will describe one such context, that of an English-medium university in mainland China, and will outline the customized approach to assessment that has been taken on credit-bearing English for Academic Purposes (EAP) modules in response to contextual needs at this institution. With examples drawn from an EAP module for Architecture, Urban Planning and Civil Engineering students, the presentation will focus on particular areas where module assessment design has deviated from that of mainstream English proficiency tests. These areas include the thematic coverage of assessment content, the integration of language skills within tests, the incorporation of academic skills into assessments, and the design of grading descriptors in order to ensure that students who pass EAP modules have met module learning outcomes. Finally, the presentation will discuss how the customisations to assessment made at this institution could be applied in other similar academic contexts.

2-PP-817-4

Two-way Analysis of Forms, Functions & Meaning in School Memoranda
Gary A. Garay

This research was conceptualized to analyze and study further the different characteristics of a memorandum issued by middle managers in an educational institution in terms of form and structure through Text Linguistics and meaning through Discourse Analysis.

A memorandum or memo is a document used for organizational communication that records observation on certain events or topics. It is a form of communication dominantly used in the business industry, in the academe, in the hierarchy of officials in the government, or even in the
world of clergy people particularly the church. It may be crafted in many forms: in transactions, some call it contract, some of which are called policy memo, memorandum of understanding, memorandum of agreement or memorandum of association. However, alternative format may come in place such as briefing notes, reports, messages and binders. The length of a memorandum may vary according to the topic or the message it wants to impart; it could either be long or brief. Generally, if the person who issues the memorandum is an official or for example a cabinet secretary or a senior executive, the memorandum could be more lengthy, well-defined, formal and may take at least one or two pages. On the other hand, if the person who issued the memorandum is a colleague, the format is usually flexible (Acheson, 2012).

Text Linguistics is an aspect in Linguistics that studies the different means or systems of communication. Its main objective is to thereby analyze and describe text grammars. Through the years, application of text linguistics has evolved to a point in which a form of text is already perceived at a much wider view that goes beyond a mere extension of traditional grammar in the entire text. It takes into account the form of text as well as its set, in the same way that it considers the author and the recipient of the text in their respective roles in this specific form of communication. Generally, it denotes the use of a discourse analysis in a wider form rather than in just a simple sentence.

Discourse Analysis is an analysis of any form of discourse or communication both verbally and written. The researchers considered the Memorandum, a written discourse to be the specimen in identifying whether the actual meaning is delivered through or is understood by its readers according to how the writer wants it to be imparted.

In order to come up with effective findings and analysis, the rubric assessment was utilized to specifically pinpoint the precise data corresponding to the analysis of memorandum samples in terms of structure, form, and meaning.

Findings revealed that the most commonly employed techniques used by the addressers in the memorandum samples are: a) principle of reference which brings to a realization that the specific nature is signaled for retrieval, and b) meaning reference which constitutes the idea to be retrieved and refers to the identity of a particular thing or classes of things that are being referred to. It also revealed that crafters may completely know how to write memo but they do not have a concrete knowledge on how should a memorandum be crafted because they just actually patterned it from their predecessors. The outcome of this study will be utilized as basis for conducting enhancement and training programs both for the writers and the readers of the said memorandum.

Gary A. Garay, MAEd (Main Author) is a Professor of English, Literature and Language subjects at Arellano University and Sta. Catalina College. He also Language Research and Writing & Composition with Research component to college students. He has also co-authored a book in World Literature which a workbook/textbook for students. He is currently pursuing his Doctorate Degree in Literature & Language Education at Far Eastern University. As a research enthusiast, he believes that research can best cure the academixc and socio-cultural ignorance of people.
A Longitudinal Case Study of the Culture Shock Experienced by an International Teacher and His Students in the Teaching/Learning of Writing

Gary Yee Choy Lee

This presentation proposal is a follow-up study to a paper entitled “NESTs’ classroom culture shock at a Chinese university: A sociocultural Perspective” published by the authors in the International Journal of Comparative Education and Development in August, 2014.

That earlier paper examined the culture shock generally experienced by international teachers and their Chinese students of English at a third-level university in Guangdong, China: the difficulty teachers had in understanding the typical conceptions, assumptions held by students about how to learn English, and the approaches/strategies students used to learn English.

This paper, in contrast to the first, will be a longitudinal case-study, making use of both qualitative and quantitative data: surveys, written responses and interviews over the period of one academic year. It will look at this issue of culture shock from the double perspective of one particular international teacher and one particular group of students in understanding each other, in the teaching of a particular subject – writing: the difficulties they have in understanding each other's perspective, and the extent to which they are able to come to an understanding of each other, and accommodation and adaptation to each other, in order to enable the students to learn to write in a more “English way” and so achieve success in the external writing examinations they need to take as English majors.

Finally, the paper will suggest a further follow-up study: strategies that can be adopted by teachers in helping themselves to understand the assumptions, conceptions and conventions they come with when they enter the writing class-room, and that they can adopt to enable students understand, accept, assimilate and practice a very different way of thinking and working when trying to improve their English writing skills.

Gary Yee Choy Lee is an international teacher in the School of Foreign Languages, Jiaying University, Meizhou City (514015), Guangdong, P. R. China. Taught English: Writing and Literature, in England (Ellen Wilkinson High School, London) from 1974-1992. Teaching English: Writing, British Literature, Newspaper Reading, Business English, International Economics and Trade) in China (Jiaying University, Meizhou) since 2000- present. His recent publications include NESTs’ classroom culture shock at a Chinese university: A sociocultural Perspective. International Journal of Comparative Education and Development (2014). Email : garyteachmz@yahoo.co.uk

Taking Speaking Practice Beyond the Classroom

Gena Rhoades

For many students, especially in an EFL context, one of their biggest challenges is finding opportunities to practice speaking the target language without it becoming a burden to their other studies. For many teachers in an EFL context, it is a challenge to find ways for students to feel
comfortable speaking English to students who speak the same L1, in and out of the classroom.

The presenter will discuss how she used an app that was already common among her students to provide them with many opportunities to speak to, and become comfortable speaking with, a group of students outside of the classroom setting.

After giving the students step-by-step instructions of how to set up their discussion groups on their smart phones, the presenter assigned student groups topics that extend the classroom discussion and helped them become more confident speaking to others who share their L1. By building their speaking confidence, it is the presenter’s assumption that they will, when giving the opportunity, be better prepared to speak with native English speakers or others who do not share their L1.

Dr. Gena Rhoades currently teaches in the Master of Arts in Teaching at the University of Southern California. Previously, she was the English Language Specialist in Guangzhou, Senior English Language Fellow in Shantou, China.

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**A Factorial Analysis of Linguistic Features Patterns of Native and Non-native Thesis Writings**

Gharizi Matiini

Absorbed with the linguistic features which can be sorted to become the factors of language patterns, the study adapted Biber’s (1988, 1995, 2004) Multidimensional analysis to determine the factors that build the language features patterns used in written text. Multidimensional Analysis (MD analysis) is a taxonomy used to analyze and interpret the patterns of the texts using the linguistic features utilized in the text. It also includes the communicative functions of the text based on the linguistic features dimensions.

The present study identified 120 thesis writings and 24 linguistic features as the data and applied lexico-grammatical computer programs to collect, encode, and count the numbers of the features. Factor analysis and one-way ANOVA from SPSS program was employed to investigate the linguistic pattern deployed in the thesis writing and to identify the similarities and the differences of the patterns among those writings.

Findings indicated that there were two linguistic patterns occurred in the study. They were (1) Involved productions and (2) Narrative concerns. Comparative analysis of the study also found that there were huge differences of those patterns among the writing. The most significant differences were established between non-native undergraduate writings and native-graduate writings. However, small similarities were recognized between non-native undergraduate writings and native-undergraduate writings which concluded that both native and non-native undergraduate student had partial similarities in their language patterns.

The result of the study may help the thesis writing writers in producing a readable and acceptable thesis writings. The study also provided significant implications for teaching research or academic writing in English department and English Applied Linguistic department.
Gharizi Matiini

Education Background
2013 – Present Graduate Program of English Applied Linguistics at UNIKA Atma Jaya
2007 – 2011 English Pedagogy of English Department of Jakarta State University (GPA: 3.54)

Working experience
English Teacher in LCC LP3I Rawamangun Jakarta (2009- August 2011)
English Teacher (Apprentice) in SMP Negeri 77 Jakarta (2010)
English Private Teacher (2011)
IELTS and TOEFL Instructor (2011-2013)
English Subject teacher (2014)

Comparision of The Effect of Vocabulary Learning Using SMS Versus Traditional Method (Flashcards) on Reading Comprehension of Dentistry Students
Giti Karimkhanlooeei

Among several elements which make specific English distinct from general English, vocabulary is a backbone for all levels or purposes, and students including ESP learners. It is assumed that the traditional ways of developing English proficiency have been ineffective, and new ways of enhancing this process should be explored. Using novel technology such as mobile services can be of great assistance in soothing development of different aspects in language learning/teaching. The purpose of this study is in twofold. First, it set out to compare the effectiveness of learning new vocabulary via SMS versus a traditional method of language learning (using flashcards) on ESP students’ reading comprehension. Furthermore, ESP students’ attitudes toward learning new vocabulary via SMS were evaluated. To carry out the research, 35 students in the field of dentistry were selected as participants and randomly were assigned to two groups. About two months of treatment, the experimental group received the specific vocabulary through short message system while the control group was asked to learn them using flashcards prepared for them by the researcher. To collect the data, two vocabulary and reading comprehension tests were administered. A pair sample t-test and independent t-test were used to analyze the data. The obtained results revealed that the experimental group outperformed the control group. Also, the analysis of the items in the questionnaire revealed that even though the participants had tendency continue the receive such program on vocabulary learning for their following English course, but the overall mean score of 3.58 from 1 to 5 scale indicates that their affirmative attitude was not statistically significant.

Giti Karimkhanlooeei is an Iranian TEFL teacher. She has PHD in TEFL. She teaches in topics related to ESP, theories of learning and teaching, development of reading and writing skills, letter writing at Medical University of Zanjan as a faculty member and the other universities as an invited teacher. Her expertise in health and education has led her to serve as supervisor of numerous theses of the students and a former head of the department of English. She has dedicated her academic life for over 17 years teaching courses of English and She has published a few books and articles. Her current research interests are Language teaching and learning with a special focus on students of medicine, e-learning and ESP course evaluation.
Assaying and Extrapolating from the Challenges of Launching an ELF Program

Glenn Toh

Our proposed paper concerns the challenges surrounding the launching and management of a campus-wide English as a lingua franca (ELF) program at an established private university in Tokyo, Japan. The adoption of an ELF paradigm represents a novel and innovative approach to English language teaching (ELT) in the Japanese situation, considering that ELT in Japan has traditionally been steeped in native speakerist beliefs and practices reminiscent of Holliday’s (2005) description of English-speaking Western TESOL, while demonstrating a strong partiality to monolithic conceptualizations of American English and culture. Although ELF constitutes a crucial landmark departure from English-speaking Western TESOL, there remain vestiges of its outmoded practices that have proven very difficult to eradicate. It will be seen that these vestigial practices are very much associated with: (1) a desire to preserve the status quo among teachers unwilling or disinclined to accommodate the new professional beliefs that come with ELF; (2) beliefs that ELF can actually pass off as a newly-draped, but fundamentally unaltered, form of English-speaking Western TESOL, whose practices might also be seamlessly and unnoticeably transferred into (or superimposed on) ELF; and (3) misplaced or mistaken assumptions of language teaching as what noted critical educator, Paulo Freire, calls a ‘banking’ approach to education that assumes students’ positioning as deficit learners, accompanied accordingly by reductionist pedagogies. It will be argued in this paper that while change will be difficult, ELF philosophy and practice are, in fact, much better poised to facilitate more liberating and transformative understandings of: (1) student and teacher subjectivities, as well as (2) English in its current role as a common language of communication, than those afforded by English-speaking Western TESOL.

Glenn Toh has taught EFL, EAP, ESP and lectured on teacher training programs in Australia, Hong Kong, Laos, New Zealand and Thailand. He now teaches at the Center for English as a Lingua Franca, Tamagawa University, Tokyo. He maintains a keen interest in new developments in language, ideology and power relations.

Assessing Task-based Needs of EMS Students

Goudarz Alibakhshi

English for Medical Purposes (EMP) is a specific sub-branch of ESP. Particular set of medical discourse of EMP distinguishes it from other sub-branches of ESP. Like the other branches of ESP, EMP courses need to be designed in line with the learners’ target needs. There are many related studies on ESP and needs analysis. However, EMP learners’ target situations needs have not been investigated appropriately. This study was an attempt to analyze pedagogical tasks in medical ESP textbooks and classrooms, to explore the main target tasks of medical students at present and target situations, and to see whether the pedagogical and target tasks (real life tasks) of the medical students match or not. In doing so a mixed research design was used. A representative sample of
stakeholders including undergraduate medical students and physicians were selected through convenience sampling. The data were collected through semi-structured interviews and a researcher developed instrument.

The data were analyzed through appropriate qualitative (content analysis) and quantitative (descriptive and inferential statistics) approaches. The results of the study showed that pedagogical tasks in medical ESP courses are not aligned with target language use situation tasks. Also, pedagogical tasks in ESP courses are not always done in English. Mostly, they are done in Persian. It could be concluded that teachers should encourage students to speak English in their ESP classes and provide them with whatever they need to develop their language. They should also analyze the students’ needs so that they can maximize the similarities and minimize the disparity.

Goudarz Alibakhshi is an assistant professor at Allameh Tabataba’i University, Tehran.

Action Research: The Role of Emotion and Drama in Language Acquisition
Grace Lee

This study presents how a novice English teacher experiences teaching process drama in a Korean EFL middle school classroom. The study originates from previous research findings that process drama helps English learners in both EFL and ESL settings to develop communicative competence (Kao & O’Neill, 1998; Park, 2010, 2012). Knowing that process drama does enable English learners to use the target language in a meaningful context, the researcher hopes to see how process drama can be applied to an everyday teaching environment with history or literature as cross-curricular contents. During the piloting sessions, the researcher ascertained how process drama can help students with special needs and how literacy should come before using the drama technique. To refine it, the researcher plans to add Readers’ Theatre techniques in her experimental sessions. The drama session includes 8 piloting sessions and 10 experimental sessions; 63 students participated in the piloting session and around 60 students will participate in the experiments. The students are in grade one of Korean middle school, an average age of 12.5 years old. In general, the students in the piloting sessions had very low interest in both English and History. Some did not know the alphabets, some. However, others were had some experiences with performing in English. In the piloting sessions, historical events were introduced with the techniques of process drama; the topic was child-kings. Questionnaires, interviews, teaching logs, classroom observation and students’ reflections are used to find out how the students feel about learning English in dramatic and historical context. The piloting session is finished at the end of October and the experiment session is currently ongoing.

Grace Lee is a Korean Canadian who had to learn how to balance between the culture of her root and the culture her country. This made her be aware of important roles of a culture and to be interested in languages. She majored Cultural Geography at University of Toronto, and minored in creative writing and “Italian literature and language studies”. She published a set of short stories (audio-book) with U of T press, Life Rattle. From her teen years to recent days, she actively participated in local community
theatres. This consistent exposure of culture and emotion in different forms of arts made her wonder if using emotional cues can help acquiring languages. She is currently in her first year of MA-ELT program in IGSE.

How Teachers Develop New Tools for Thinking: The Case of Chinese Teachers Reconceptualizing Literacy
Gretchen Nauman

As more effective language teaching approaches for Asian students are developed, we must consider how teachers will learn to use these new approaches. Professional development for teachers often supplies either abstract principles or practical techniques. Decades ago, Vygotsky (1986/1934) noted the importance of both the abstract and the particular when he discussed scientific concepts and everyday concepts: the former are systematic and generalizable to multiple situations, while the latter are saturated with meaning derived from personal experiences. A third type of concept, the true concept, is formed as abstract scientific concepts and everyday concepts are linked together to create a mental tool. True concepts enable teachers to solve a range of problems in diverse situations and are thus invaluable in professional development. Language teacher education needs to present scientific concepts in ways that connect them to teachers’ everyday concepts of language and pedagogy so the concepts become personally meaningful for their practice (Johnson, 2009). This study of teachers’ emerging conceptualizations of EFL literacy demonstrates how true concepts are developed, using data taken from Chinese university teachers who took part in a 21 week seminar that introduced literacy as a communicative activity. Kern’s (2000) definition and explanations of a literacy-based approach to instruction provided a scientific concept of literacy, while literacy activities in the seminar allowed the teachers to develop everyday concepts of literacy. An analysis of 11 teachers’ spoken discourse and written assignments, as well as classroom observations of three focal teachers, confirmed Smagorinsky et al’s (2003) findings that individuals developed new conceptualizations using different paths. Specifically, this analysis revealed the ways that Chinese teachers’ understandings of literacy were shaped by individuals’ previous concepts and experiences, their interactions with peers and students, their opportunities to try new approaches and reflect on instruction, and their goals for their instruction.

Dr. Gretchen Nauman has been involved in English education in Chinese universities for more than 20 years. She has taught all types of university students, from adult education to MA students studying applied linguistics. Among the English skills courses, she enjoys teaching reading and has developed several writing courses. In addition to courses related to pedagogy and applied linguistics, she has taught research design and methods to MA students and teachers. Her doctoral work has enabled her to focus on supporting the professional development of Chinese EFL teachers. Her research interests include teacher development, EFL literacy, and sociocultural theory.
Comparative Study of Domestic and Foreign Studies on Second Language Writing: Review and Analysis
Guanying Cao

This study reviews second language writing researches between 2010 and 2014. Data included papers published in 16 applied linguistic journals both in China and overseas in the past five years. The results reveal (1) there has been an increase in the number of second language writing studies; (2) Chinese papers were published dispersedly in different kinds of journals instead of some specific journals; (3) in regard to research methods, empirical research plays a dominant role in both Chinese and oversea studies on second language writing. Compared with second language writing studies overseas, Chinese are more inclined to use quantitative research method. The number of qualitative researches is significantly fewer than quantitative researches, which may reveal that Chinese scholars need to be aware of the importance of using qualitative method and further trained on how do conduct qualitative research; (4) the studies cover a wide range of topics, which can be put into seven major categories in relation to second language writing. It seems that Chinese and international researchers have different interests in research concerning second language writing perhaps due to the different cultural and educational contexts.

The author argues that second language writing researchers in China should communicate more with international colleagues so that real dialogues are conducted concerning the key issues and the nature of second language writing research in order to promote the development of second language writing as a discipline.

Miss Cao Guanying is currently a graduate student in School of Foreign Language Education, Jilin University, Changchun, China. She has been in MA Program of applied Linguistics since 2013. Her research interest is in second language writing and her career goal is to be a college English teacher. She has attended Second Language Writing Forum for two years in row, which was held in Changchun in 2014 and 2015. Her email address is 837511226@qq.com.

An Empirical Study on Chinese EFL Learners’ Needs and Strategy Uses in Their Vocabulary Learning
Guiying Bao

Needs analysis plays an integral part in building systematic curriculum, serving as the basis for developing teaching activities, tests, materials and evaluation strategies. With the promotion of learner-centeredness, the value and importance of learners’ needs in syllabus design and curriculum development has been widely recognized. However, it has received little attention from teachers, researchers, curriculum developers and material writers in the area of vocabulary learning and teaching. EFL learners need more guidance about which lexical items to learn and more helps in developing effective vocabulary learning techniques, requiring not only more efforts from language teachers and linguist researchers but also more contributions from syllabus/curriculum designers and material writers. However, at present, the design of most vocabulary programs in various English
courses are merely based on the opinions of teachers, researchers and material writers, but the students’ opinion and their self-perceived needs have been missed out in the procedure.

In this case, the present study aims at identifying Chinese EFL learners’ needs and strategy uses by conducting a survey within four universities among 539 participants.

The researcher casts focus on learners’ needs with regard to their wants, lacks, strategy uses as well as their general attitudes towards vocabulary learning. A component structure of Vocabulary Learning Needs and of Vocabulary Learning Strategies is respectively constructed and discussed based on the results of Exploratory Factor Analysis. Secondly, a summary of EFL learners’ overall patterns of vocabulary learning needs and preference of vocabulary learning strategies is presented and discussed. Then the differences of needs and strategy uses in vocabulary learning between students in national key university and those in local ordinary universities are examined.

First-day Placement TEST: Quickly Determine Speaking Ability, Without a Speaking Test
Gunther Breaux

Determining the speaking ability of large numbers of incoming students is a cumbersome, time-consuming and imprecise process. This presentation details a first-day placement test for speaking classes. This is a 15-minute, multiple choice, listening test. Thus, it is practical, easy to grade, and favors the better speakers. It measures micro skills that accurately predict the macro skill of speaking.

This test is the result of ten years of refinement. Initially, pronunciation (light-right, bat-bet, pad-fad), prepositions (at, in, on) and duration (for, since, during) quizzes were given during the semester. At the end of the semester the scores were correlated against known speaking ability (a semester of classroom observation and two conversation tests.) The correlations were strong. The quizzes were then refined to be shorter and more accurate. Items that added no discriminality were deleted, and better ones inserted and tested. Further, unlike standardized tests, students were personally observed for months afterwards.

Any English test will delineate English ability, especially in classes with a wide spread of ability. This test is simple (just push PLAY), quick and accurate. However, the game changer is how the test can fundamentally improve your teaching. First, how can you improve their ability if you don’t know their ability? Second, and crucially, because you know their ability on the first day of class, the rest of the semester can be spent on improving ability rather than determining it. This changes everything. Your course and grading can be improvement-based rather than grammar-based.

Gunther Breaux has taught English conversation to Korean university freshmen for 18 years. He’s an associate professor at Hankuk University of Foreign Studies in Seoul, Korea, and the author of several ELT books. His main areas of research are teaching and testing conversation, and developing materials for both. His focus is on conversation-based learning. Conversation is the class and the test. There is no smaller unit. email: plangbro@gmail.com
Do Visual Aids Improve EFL Students' Reading Comprehension — An Exploratory Study
Guofang Li

This study explores how English as a Foreign Language (EFL) students’ varied English proficiency skills influence the effects of visual aids when reading texts in English. It also investigates how visual aids affect EFL students’ understanding of texts, specifically the content of texts that is not represented by pictures.

The sample of this study were 12th grade EFL students in a South Korean high school. An experimental design with pre- and post-tests was used to examine the influence of proficiency levels on the effects of visuals on reading comprehension. Free recall protocols, multiple choice answers, and short-answer tests were adopted for assessment and they were analyzed both quantitatively and qualitatively among high and low-proficiency groups. The findings showed that the effects of picture facilitation differed in students with different proficiency levels. For example, lower level students were positively influenced by the presence of pictures in reading, while higher level students recall was not affected by pictures. In addition, lower level students provided with pictures tended to pay no or less attention to specific text information that was not closely related to the given pictures, which implies that pictures could attract students’ attention while reading a text, thus hindering them from getting specific information from the text. However, pictures facilitated students’ performance when solving application problems related to the content of the text. The findings of this study provide strategies for reading teachers to select and use pictures to facilitate students’ L2 reading comprehension by considering their proficiency and the purpose of reading. In addition, the findings reveal possibilities and specific conditions under which visual aids can produce interference in learning.

What Knowledge and Competence Do EFL Teachers Need in the Era of Globalization?
A Research Perspective
Guofang Li

With the increasing need to prepare citizens with high levels of English proficiency to compete in the globalized world, there is an increasing demand on EFL teachers’ competence and performance, especially in Asian countries where teaching grammar and teaching to the test are still popular. The key question is then, what do the new generation of EFL teachers need to know and how should they know it? This paper provides a comprehensive review of literature and offers a theoretical framework on EFL teacher knowledge and competence that has implications for improving EFL teacher education programs in Asia.

A review of the literature suggests that in the current global socioeconomic context, EFL teachers must possess not only a high level of English proficiency but also an ability to teach in diverse socio-educational contexts using effective language teaching methodologies. As well, teachers must have the ability to develop their teacher identities and independent professionalism through reflective practices on their own values, beliefs, and practices (Freeman, 2002; Freeman &
Johnson, 1999; Richards, 2008, 2010). To become an effect teacher in the globalized world therefore requires advanced language proficiency, content knowledge in language learning, pedagogical content knowledge in language teaching in context, identity development, and development of independent professionalism. This new knowledge base suggests that EFL teacher education programs must move from a transmission-oriented, technicist approach to a constructivist approach to teacher learning that emphasizes embedding the learning of disciplinary expertise and practices within social practices and viewing student-teachers as active contributors of their professional learning (Cochran-Smith and Lytle 2001; Hedgecock, 2007). This new framework requires EFL teacher education programs to revise standards, curriculum, and practices to prepare teachers with internationally recognized qualifications.

Dr. Guofang Li is a Professor and Canada Research Chair (Tier 1) in Transnational/Global Language and Literacy Education for Children and Youth in the Department of Language and Literacy Education at the University of British Columbia. As a leading researcher in TESOL, she has published widely on transnational students’ first and second language and literacy learning, immigrants’ education, ESL/EFL teacher education, and technology and EFL education. Li is the recipient of numerous awards including the prestigious 2013 and 2006 Ed Fry Book Award from the Literacy Research Association and the 2010 Early Career Award from the American Educational Research Association.

EFL Learning Process in Regular Class for Ankyloglossia and Mild Mental Retardation Student: a Neuro-Psycholinguistics Study
Gusdi Sastra M.Hum

The research about EFL for Limited-English-Proficient (LEP) and Ankyloglossia child is a continuity of previous research about Language Dysfunction of Mild Mental Retardation and Ankyloglossia Child. This is a Neuropsycholinguistic study in which we analyzed the language learning of a child who suffers Mild Mental Retardation and Ankyloglossia. This paper discussed about the ability of an LEP and Ankyloglossia Child in learning English as a Foreign Language (EFL). LEP child with mild disabilities can succeed with modifications in mainstream classrooms (Eric Digest, 2015), while Ankyloglossia sufferer (based on condition and position of frenulum) cannot pronounce certain letters (such as L and R) clearly (Horton, 1967). In conducting research, there were two methods applied, traditional and modern method of EFL learning process (Henson, 1980), which is also supported by Linguistic Research Method (Sudaryanto, 2014) for analyzing data. For traditional, we used paper-based media and internet-based media for modern method. For internet-based, we used “Duolingo” application as one of learning medias. The research was conducted at home, and the results were compared with daily learning process at school. All in all, the finding showed that modern method applied at home gave improvement of English ability (in listening and speaking especially), hence self-confidence to speak and the willingness to learn English at school are more increased than before.
The Use of Mobile-assisted Speaking Exercises for TOEIC Speaking Preparation: Effects on Teacher- and Peer-Feedback

Gyoomi (Kathy) Kim

Mobile phone has been used as an educational device but, despite its popularity, little is known about how it is used for English speaking activities or interactions for error correction. This study was to investigate Korean students’ learning experience of mobile-assisted speaking activities and the degree of improvement on English speaking. Two groups of students who prepared TOEIC Speaking (TOS) participated in this study and experienced mobile-assisted speaking activities with teacher- and peer-feedback. Above all, the participants in both groups were given to the mobile-assisted speaking exercises, which were designed as outside-class activities in the format of TOS test items. The students recorded their speeches and submitted their answers. After that, the students of the teacher-feedback group received the instructor’s feedback and revised their speeches. Meanwhile, in the peer-feedback group, the students were asked to exchange the feedback in pairs and revised their speeches. The experiment was conducted for twelve weeks, and six exercises were sent to each participant’s mobile phone. A mixed approach was chosen to investigate the effects of mobile-assisted speaking exercises; (a) quantitative data collected by the pre- and post-test scores, and (b) qualitative data collected by an oral interview after the experiment. Comparisons of quantitative data were drawn between two groups, and the analyses of the qualitative data from both groups were also reported.

The results showed that the students of the teacher-feedback group got a high mean score on post-test than those of the peer-feedback group, but the difference was not statistically significant. However, the students’ performance on the post-test reflected their progress in both groups, and this progress was shown in a reduction in errors. In addition, the qualitative data demonstrated that the students favored working collaboratively and had positive perceptions toward mobile-assisted speaking exercises. The findings of this study expected to contribute the pedagogical benefits of mobile devices in L2 speaking pedagogy.

Professor Kim is currently teaching English language in the Department of Liberal Education at Semyung University, Korea. She graduated with the doctor’s degree in Teaching English (TESOL), with a focus in multimedia-assisted language teaching. Professor Kim is a board member of Korea Association of Multimedia-Assisted Language Learning (KAMALL) and participated in national workshops and conferences. She is currently interested in teaching English language using various technological devices, material development and design, self-directed learning, individual learner difference, and test preparation.
The Role of the Background Knowledge of the Learner’s Mother Tongue in Teaching Them the Target Language
Habib Rehman

Language teaching is a complex phenomenon but it can be made easier by applying certain mechanism. One such mechanism can be the application of the knowledge of the mother tongue of the learner. Better results in language teaching are achieved when the teacher knows the structure of the mother tongue of the learner. Certain sounds may not be there in the mother tongue and hence the learner is taught a varied restructuring of the mouth organs. Certain sounds of the target language do exist in the mother tongue but with a little variation so the learner has to get the knowledge of that variation to learn the sounds of the target language. This quantitative study was carried out in a multi lingual class of the National university of modern languages Islamabad Pakistan where I, the researcher, am teaching for the last 12 years as assistant professor of English.

Habib ur Rehman
Assistant professor
Department of English
National University of Modern Languages Islamabad H-9 Pakistan
habib_92002@yahoo.com
I am an M Phil in Philology(English linguistics) and can read and write English, Urdu, Pashtu, and Arabic. I am a certified teacher by National Geographic and cyngage Learning UK. I am married with four children (one boy and three girls).

English Education in Korea: Taking Future Directions through Extensive Reading
Hae-Ri Kim

English education in Korea has been a means of analyzing grammar of the target language through intensive reading. Reading instruction at the primary school level is mostly focused on decoding expressions learned from oral language. English instruction at the secondary and university levels is devoted largely to reading taught by the translation procedure. This procedure has not been particularly successful, considering the time and energy devoted to it because many adults who finished high school education cannot use English with appropriate proficiency. They cannot read well enough to read English books for pleasure; they could decode only at the sentence level. According to studies (Day & Bamford, 2002; Grabe, 2009; Mason & Krashen, 1997; Nuttall, 1982), extensive reading, which means rapidly reading book after book focusing on the meaning of the text, is the most effective way to solve the problem mentioned above. Since the time Elley and Mangubhai (1981) and Elley (1991) conducted large-scale experiments in L2 contexts, extensive reading became popular in ESL/EFL curricula. In Korea, extensive reading is a fairly recent trend, but is an area of growing interests. Studies at primary, secondary and tertiary levels were conducted and positive results were reported (Choi, 2010; Ko & Joung, 2014; Kweon, 2010; Kweon & Kim, 2008).
However, many teachers are still uncomfortable in implementing extensive reading to their English instruction. Therefore, this presentation summarizes studies in extensive reading in Korea and provides ideas to guide successful implementation of extensive reading in Korea including other EFL contexts in Asia.

Hae-Ri Kim is a professor of the Department of English Education at Seoul Nat’l University of Education, Korea. Her teaching and research areas are Literacy Education, Children’s Literature in Education, EFL Materials Development, and Developing EFL Teacher Training Programs. Currently, as the director of SNUE International Language Institute, she has been developing various teacher training programs for primary school English teachers.

**A Study of Developing a Mentoring Program Based on Extensive Reading**
Hae-Ri Kim

The purpose of this study is to develop a mentoring program in which a mentor and a mentee would work together as a pair. High school students, who experienced extensive reading through regular English class, volunteered to be mentors for middle school student mentees. The study was organized into two complementary programs. First, an extensive reading program was integrated into the high school English curriculum. In high school English classrooms, in each 50-minute class, English textbook was used for 30 minutes, and then students did extensive reading for 20 minutes including post-reading activities. Second, high school students who wanted to help middle school students as their mentors volunteered for the mentoring program. For about 8 weeks, the mentoring students visited a middle school once a week to do extensive reading and activities with their mentees. The results indicated that both mentors and mentees improved not only their English reading abilities, but also their writing skills as well. Moreover, mentors were able to learn how to help others while also becoming more familiar with English reading themselves. Based on the result, some suggestions were provided.

Hae-Ri Kim is a professor of the Department of English Education at Seoul Nat’l University of Education, Korea. Her teaching and research areas are Literacy Education, Children’s Literature in Education, EFL Materials Development, and Developing EFL Teacher Training Programs. Currently, as the director of SNUE International Language Institute, she has been developing various teacher training programs for primary school English teachers.

**English Grammar Features of Chinese College Students in the Peer-peer Interaction**
Haibo Zhang

With a rapid development of Asian English language teaching (ELT) context, studies on how nonnative speakers use English varieties when communicating with other nonnative speakers have
drawn more attentions. As one of Asian Englishes, Chinese English is attracting interest. Under the influence of Chinese language, culture and thinking patterns, Chinese English is expected to carry some typical linguistic features in the aspects of phonology, lexis, grammar etc. Adopting a conversation analysis method, this study aims to generalize the distinctive grammatical features of Chinese English used in peer-peer interaction among Chinese interlocutors, to prove the objective existence of Chinese English and its intelligibility and acceptability, and to put forward suggestions for the improvement of English teaching. 64 students from H University in mainland China will be involved in this study. All of them possess an intermediate language proficiency level with no foreign experience. Conversations made by the subjects will be recorded, transcribed, and analyzed based on Conversation Analysis method. The results will be described in comparison with the “standard grammar norms” (common core shared by standard BrE and AmE). Some practical suggestions will be made in relation to English instruction in China.

Haibo Zhang is an Assistant Professor of English Dept. of Huaiyin Institute of Technology, China. His research interests include English curriculum development, SLA, Asian Englishes, etc.

An Empirical Study of the Roles of English Language Proficiency and Discipline-related Knowledge in EAP Reading

Haichao Chang

Based on three types of testing of 307 non-English majors, the study probes into the roles of English language proficiency and discipline-related Knowledge in EAP Reading. Results of the study show that: (1) English proficiency and discipline-related knowledge both contribute to successful EAP reading, with the former having significant advantages—the predictive power of English proficiency to EAP reading scores is over four times that of discipline-related knowledge, confirming the existence of common core in EAP reading; (2) There are affirmative but unequal compensatory effects between English proficiency and discipline-related knowledge: English proficiency compensates for discipline-related knowledge on all levels while, for the compensatory effect of discipline-related knowledge to take place, the scores of English proficiency has to be within a range, that is, the participants’ English proficiency has to be advanced to the “language threshold”. The results can help us gain proper understanding of the orientation and path of the reform of college English teaching in China.

Haichao Chang
2001.9—2004.7 A research student in Xi’an International Studies University, Shaanxi, China
2004.7—2006.9 An English Teacher in Tianjin University of Technology, China
2006.9—2009.12 A Ph. D Student in Beijing Foreign Studies University, China
2009.12 up to now An English Teacher in Tianjin University of Technology, China
Flipped Classroom as a Mobile Learning Environment: an EFL Learners’ Choice for English Speaking Development
Hambalee Jehma

Teaching and learning English as a foreign language in ASEAN context is required an effective pedagogy to bring the EFL learners productive outcomes. A strategy in teaching 21st century EFL learners namely the Flipped Classroom is implemented as a mobile learning environment for the teachers themselves and the learners acquiring English as a foreign language. This methodology employed in the study aim to investigate if the pedagogy is effective with high satisfaction. The students in this study were trained by a non-native speaker of English lecturer. They were also asked to master their English skills by typically interacting with the English contents in the video posted on-line via the free classroom management website, www.classtart.org innovated by the Faculty of Management, Prince of Songkla University. So that they can either reach the information via the computer or using their mobiles before having discussions and practice in the next following class. The findings show that statistic evaluation data confirmed that they were really satisfied with the course instructed in the mobile learning environments with the high score of 4.60 out of 5.00 or 92 percent. The students had shown some improvement in English speaking skills according to the different over all scores of the first speaking performance with the score of 118 or 73.75 % and the final speaking performance with the higher score of 124.5 or 77.81 % which were measured by using the rubric distributed to the students at the beginning of the course. The results revealed that implementing the Flipped Classroom pedagogy as a mobile learning environment in the EFL classroom is highly recommended.

Hambalee Jehma was born on September 9th, 1986 in Songkhla, Thailand. He graduated with a B.A. in the Department of English Language and Literature from Thammasat University, in 2010. Upon graduation from Thammasat University, he has pursued his Master’s Degree in Teaching English as a Foreign Language at Thammasat University. He is now a PhD in Higher Education candidate at Chulalongkorn University, and working as an English lecturer at the International College, Prince of Songkhla University, Hatyai Campus, Songkhla, Thailand. His interests are Second language Acquisition, Phonetics and Phonology, Sociolinguistics and CALL.

Case Study: Using Non-Native Speakers to Give an International Style English Speaking Test
Han JW van Triest

One of the major problems that English Language programs in China face is the shortage of Native English Speakers for giving speaking tests that are similar to TOEFL or IELTS. This paper explores the feasibility of using Chinese English teachers and near fluent NNS STEM teachers to give and accurately rate an in house speaking test that has features of both IELTS and TOEFL. The Speaking test is composed of three sections: Section 1; Short Answer, in this section the students are given 2 ½ to 3 minutes to answer 9 questions on three different topics. In Section 2 the students are
given a hypothetical choice and they must provide the reasons for their choice. Finally, in Section 3 the students are presented with a general problem to discuss. In order to standardize the tests, 20 sets of questions with examiner prompts were prepared. The subjects were one Chinese English teacher and one STEM teacher. The examiner training consisted of two parts: first, observing interviews and then discussing the scores and second, giving interviews and discussing the scores. Once the trainer felt confident, the trainees were given interviews to do on their own. The interviews were monitored and both were found to be capable of scoring the speaking test within half an IELTS band, which is considered by IELTS to be within the margin of error. The paper concludes by exploring the difficulties, the trainees faced in giving the tests, the limitations, which may have an impact on which instructors are likely to succeed, and the possibilities both in the type of speaking test that can be given and those for increasing inter-departmental co-operation in a STEM college.

Han J W van Triest received both his BSc and MSc in Biomedical Engineering from Eindhoven University of Technology in the Netherlands. Since 2007 he has been working at Northeastern University in China, where he has taught a variety of STEM courses, but also a course on medical terminology. During the past years, he has developed a number of software applications to facilitate English teaching.

Teachers' Choice of English and Vietnamese as the Language of Instruction in the EFL Classroom: a Case Study at FELTE - ULIS

Hanh Nguyen

Nowadays, Communicative Language Teaching has gradually become a trend, which emphasizes the role of English in class, considering it as an ideal FL teaching medium. Only by understanding the underneath reasons for the teachers' choice of language can one make a conclusion towards the appropriateness of English domination in the current scenario in Viet Nam. Thus, the researcher was encouraged to carry out a study entitled “Teachers' choice of English and Vietnamese as the language of instruction in the EFL classrooms: A case study at FELTE-ULIS”.

This research aims at exploring the current situation of the use of English and Vietnamese for in-class instruction employed by certain FELTE-ULIS teachers. Specifically, it studies the teacher's language frequency, identifies the reasons encouraging them to choose one and finds out the students' perceptions of the teachers' language preference.

The researcher has adopted multiple-case study with the participation of four teachers currently teaching in English Division 1, FELTE, ULIS, VNU and their students. Class observation, questionnaires and face-to-face interviews were employed. The researcher, then, analyzed the data using both quantitative and qualitative methods.

Significant findings were presented as follow. Firstly, three out of four teachers tended to use more English and less Vietnamese than they perceived from 8 to 28%. Secondly, the priority concern of the four teachers when choosing English over Vietnamese is their students’ benefits in learning process namely being students’ role model, building students’ English speaking motivation, improving students’ English proficiency and simulating a native-like learning environment. Besides, they all recognized the role of Vietnamese in guaranteeing each student’s comprehension in
particular incidents. Lastly, all four teachers received a high level of students’ satisfaction. However, there still existed mismatch between the perceptions of the teachers and their students in terms of the teachers’ confidence, teachers’ English proficiency, and time factors.

Ms. Nhat Hanh Nguyen has earned a Bachelor Degree (Excellent level) in English Language Teacher Education from the University of Languages and International Studies. She is now working as a freelance teacher and has experienced teaching TOEIC, TOEFL Junior and TOEFL ibt. Hanh has great passion for research, especially in the field of ELT. Her recent research has won third prize in the university’s Student Research Conference (2015). Hanh has also paid great attention to the current changes and development of English teaching and wishes to update her knowledge on the related area as the foundation for her teaching career.

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An Empirical Study of Learning English Vocabulary Using an English-English Dictionary
Hannah Woo

Learning vocabulary is an important area that students, especially those with low level second language ability, should master. Most of the time, students know some of the vocabulary in their own language, but cannot explain it in English. In order to improve students’ vocabulary learning, the method of copying etymology and definitions (CEDEF) was compared to other methods to determine which method is better for learning vocabulary.

In the experiment, twelve students from Mongolia International University’s Basic English courses were selected and divided into two groups. The first group A was the experimental group. The members of group, Group A, copied the etymologies of the words along with definitions from an English-English dictionary, whereas the other group, Group B, used any other method of vocabulary learning.

The students who used the CEDEF method received higher scores in quizzes which tested the students’ short term memory. Even though, Group A’s average for placement test score was lower than Group B’s, Group A scores for quizzes increased by the end of the research. There was tremendous improvement of Group A’s quiz scores, especially of those students who had low placement test scores. Therefore, the CEDEF method was proven to be effective for short term memory.

Furthermore, the students who used the CEDEF method received higher scores in cumulative tests. In the beginning, the average scores for cumulative test 1 of Group A and Group B were the same. But in the end, the difference between the average scores was increasing. Also, individual average scores for cumulative tests of Group A students were higher than their counterparts by the end of the project. Group A students who used the CEDEF method could retain more words than Group B students. Thus, the CEDEF method is also good for long term memory.

Hannah Woo
E-mail: hannah-woo@miu.edu.mn
Position: Lecturer
Hannah Woo was born in Korea and raised in Russia. She graduated from Novosibirsk State Technical University with a Bachelor of Arts in Social Work, and studied ESL in the University of the Fraser Valley in Canada. She taught English at Mongolia International University where she graduated Master of Arts in TESOL. Currently she is an English teacher of Novosibirsk State University of Architecture and Civil Engineering.

Speak Up Your Entrepreneurial Mind: English Teaching for Vocational Secondary Schools in Indonesia
Hartoyo

Teaching English in vocational secondary school (SMK) in Indonesia have to consider three problems. First the problem with the new curriculum which is text-based, the problem with the demand of integrating some characters, including entrepreneurial character, and the problem of producing graduates with active command of English. This article attempts to present an alternative technique in teaching English at SMK which provides answers to those problems through the use of Elevator Pitch. It covers the reason of using Elevator Pitch in English teaching at SMK and the model of Elevator pitch text, and strength and weaknesses of the teaching using elevator Pitch.

Hartoyo is a senior lecturer at the Faculty of Languages and Arts, State University of Semarang. He has an M.A. from the University of Sheffield, U.K. and Ph,D in TESOL from LaTrobe University, Melbourne Australia. He has been teaching English for more than 20 years. His main research interests include TEFL/TESOL, language teaching methodology, Computer – Assissted Langage Learning and Testing, E-learnng and blended learning.

Engaging Parents as Partners in Their Children's English Language Lessons Through Recycle Learning Tools Programme
Hasnan M. Saad

Educators will readily agree that families must be involved in their children's education and that home-school partnerships are vitally important. With such overwhelming agreement, why can't we find real partnerships in every school? The reality is that educators and parents have many beliefs, attitudes, and fears about each other that hinder their coming together to promote children's education especially in learning English Language. Recycle Learning Tools Programme is a social innovation research that encouraged and motivated the parents to involve in their children English language lessons effectively. Parents from neither preschool, primary nor secondary schools created
fun and interesting English language learning tools from mineral water bottles, cans and boxes with guidance through classes, exhibitions, seminars and meetings. Then, parents used these learning tools to teach, play and learn English language together with their children in term of listening, speaking, reading and writing skills. These hands-on innovative learning tools are varieties, colourful, fun, easy to make and using cheap and assessable materials. Responses and feedbacks from the parents through observations and pictures showed that this programme had successfully engaging parents in their children's English language lessons. This concept and idea meet the families social needs of different elements which can be from working conditions and education to community development and health.

Hasnan M. Saad has been a teacher for more than 20 years. He is a special education teacher at SK.Pekan Satu, Labuan. He is also an experience Malay Language teacher. He holds a degree of Malay Literature from Science University of Malaysia. He is very active in producing innovative teaching tools and was one of finalist in National Innovative Teacher Competition in 2011.

3-PP-810-10

Comparison of the Effects of Teaching Isolated FFI and Integrated FFI on Specific Grammatical Items to Middle School First Graders

Heeyoung Kim

Grammar teaching is necessary in second language classroom. The question is when and how to teach. Plenty of researchers have been implemented on grammar instruction integrated with communicative practice. Here, this study attempts to find more potential of isolated grammar teaching within meaning-focused lesson. Also, different types of grammar instruction is not exclusive each other but complementary. Therefore, this study tries to finds more effective way of grammar instruction according to learner age, grammar items, and learning purpose.

The direct aim of this study is to compare the effects by teaching Isolated FFI and Integrated FFI on specific grammatical items. This study is modified replication of 'Isolated and Integrated form-focused instruction: Effects on different types of L2 knowledge' by Spada and other researchers (2014). Thus, definition of Isolated FFI and Integrated FFF follows the definition in Spada et al's article. In Isolated FFI, form-focused instruction is separated from communicative practice in one lesson while in Integrated FFI, focus on form is incorporated within communicative activities (Spada et al, 2014).

In this research subjects are about 60 middle school first graders and they are divided into two groups. One group has Isolated FFI while the other has Integrated FFI each. They have one class per week for 5 weeks. Before and after the treatment, pretest and posttest are administered to compare the effects of different types of grammar instruction.

Target grammar items are passive and present perfect. Pretest and posttest consist of speaking test and grammar test. By analyzing test results, this study compares which type of grammar instruction is more effective for which grammar items and which learning purpose.

Heeyoung Kim graduated from Ewha Womans university in Seoul in 1997 with major of English education and educational psychology.
I have been working for middle school and high school as an English teacher for 16 years. I have been studying in IGSE from 2014 to now.

**Two Languages are Better than One; Translanguaging in ESL Learning**

Hemamala Ratwatte

Translanguaging which is essentially a very natural social communicative practice in bilinguals societies can also be used as a strategy in second language learning to gain a more comprehensive level of understanding of the target language (Ratwatte, 2013, Anton and Di Camilla, 1999). It has been stated that translanguaging enables more effective learning because cross-language semantic remapping occurs when information encoded in one language is retrieved, to enable production in the other.

Studies have revealed that translanguaging is used by ESL learners to discuss both form and meaning. A previous study, on focus on form revealed that the complexity of the translanguage processing is linked to the proficiency level and maturity of the learners (Ratwatte, 2013). This study focused on how ESL learners make use of translanguaging to process meaning in language learning by examining the meta-talk of learners at different proficiency levels in Sri Lanka, as they attempt to co-construct a story in a jigsaw, picture description task. Subsequent to the discussion, learners were required to write the story in English. The informants were three groups of ESL learners at lower-secondary, upper intermediate and tertiary levels. The language related episodes focusing on content that took place between learners, were examined.

The findings yielded several insights a) that there are significant differences in the way learners in the three groups use translanguaging to further their understanding of the L2; while the youngest group use translanguaging to facilitate the surface level understanding, the complexity of the semantic processing increases with proficiency and learner maturity b) that dual language processing of the message takes place and that by translanguaging learners are able to achieve a deeper level of cognitive processing than would be possible through the L2 alone.

**Hemamala Ratwatte** is the Director of the Postgraduate Institute of English in Sri Lanka. She holds a PhD in Psycholinguistics and Second Language Acquisition and an MSc. in Applied Linguistics from the University of Edinburgh, UK. She was a past President of SLELT (The Sri Lanka English Language Teachers’ Association) and is the Country Representative for Asia TEFL. Hemamala has been a plenary and featured speaker at international conferences in Malaysia, Pakistan, India, Dubai, China, Philippines, Sri Lanka and the UK with research interests in Bilingualism, Psycholinguistic underpinnings of learning and TESL, Gender and Teacher Education. She was a Visiting Fellow at the University of London, Institute of Education, UK, in 2003 and a Visiting Fellow at the University of Melbourne, Australia in 2009. pgiedir@gmail.com
The Effects of a One-year Study Abroad Experience as Preparation for Becoming a Secondary School English Teacher in Japan

Hideki Tani

This is a longitudinal case study of one Japanese male student (K hereafter) who took a one-year leave of absence after finishing his third year at college and went to Canada to improve his English. Although much literature is available on such sojourners analyzing from various viewpoints (a good summary is provided by DuRon and Churchill, 2006), the present study examines to what extent K was able to improve English abilities for academic use as a secondary school English teacher candidate through his one-year study abroad with a following year at his university.

The data consist of a narrative (Frog, where are you? By Mayer, 1969), a phonemic differentiation test, both collected immediately prior to his departure to Canada, soon after his return, and one year after that. Interview data regarding his daily life and his wishes were also collected three times. His occasional email messages during his stay in Canada, video clips of his undergraduate thesis research presentation, and those of discussions in his seminar classes (conducted in English) as well as personal information about K’s life obtained through informal chats in Japanese were also used as additional data.

His spoken English improved drastically in terms of the quantity of words used, the quantity of information described, and fluency. His phonemic discrimination ability was good throughout the research period. He became much more willing to speak up in his seminar class. This drastic improvement can be attributed to multiple factors such as his knowledge about second language acquisition (and planning his life in Canada based on that) and social networks he created through his excellent kendo (a Japanese martial art) skills.

His accuracy in spontaneous speech, however, did not reach the level he desired. The details will be discussed in the presentation.

Hideki Tani is a teacher at Ritsumeikan Junior and Senior High School. He is interested in acquisition of pronunciation and World Englishes.

Teachers’ Use of Post-question Wait-time in EFL Classes: a Case Study at FELTE-ULIS

Hien Tan

In order to utilize questions in class, the teachers are encouraged to integrate various skills such as nominating after the question, nominating non-volunteers, probing, increasing wait-time and directing attention to all (Ma, 2008). Among those, the post-question wait-time is considered one of the important aspects contributing to the effectiveness of classroom interaction. The researcher has been intrigued to conduct a study entitled “Teachers’ use of post-question wait-time in EFL classes: A case study at FELTE, ULIS”.

This research aims at exploring the amount of wait-time the teachers spent after asking different types of questions based on the revision of Bloom taxonomy by Anderson and Krathwohl (2001).
The teachers’ pedagogical considerations and suggestions to utilize post-question wait-time in EFL classes are also investigated for further implications.

The researcher has adopted multiple-case study with the participation of five teachers currently teaching in English Division 1, FELTE, ULIS, VNU and their students. Three instruments namely class observation, questionnaires and interviews with the teachers were employed in order to gather data. The data were, then, analyzed using both quantitative and qualitative methods.

Noticeable findings were presented in the following lines. Firstly, wait-time was considerably long after the teachers posed a question. The average wait-time was around six to twelve seconds when it was reported to be less than three seconds in the related studies. In addition, the inter-dependency between wait-time and different types of questions was not clear. There were other factors contributing to the use of the teachers’ post-question wait-time such as ways of forming questions, the content of the lessons and the ways the teachers provided prompts. Furthermore, the teachers expressed that the most highly concerned considerations when they wait for the students’ answers are the students’ characteristics, the cognitive level of different questions and the teaching content.

Ms. Hien Tan is a freelance teacher who has recently earned her Bachelor Degree in English Teacher Education from the University of Languages and International Studies. Her research has won third prize in the university’s Student Research Conference 2015. Tan has experienced being a teaching assistant at British Council and instructing students of different ages and levels. In the meantime, conducting researches on EFL teaching has inspired her to investigate the current teaching issues in EFL classes and making appropriate adjustments in her own practice. Tan hopes that her contribution in the upcoming conference will generate ideas for educational development.

Technology Enhanced Language Learning in a Flipped Lesson
Hiroyukiobari

E-mobile learning technologies such as the iPhone, iPad, podcasting, and video-casting, and others, are rapidly gaining popularity as an effective means to improve foreign language skills around the world. E-mobile learning is highly motivating to learners, as it offers them a rich, informal, contextual, and ubiquitous learning environment. The use of E-mobile technologies for the purpose of language learning has numerous advantages over other methods, for example, the countless number of English news programs, language learning apps, podcasting, and video-casting that are easily accessible and reasonably priced or for free. Web-based resources using Web 2.0 tools and mobile computing technologies are integrated to promote collaborative learning activities.

The first goal of this paper is to examine the effectiveness of BL and Flipped learning activities integrating m-learning for the purpose of improving TOEIC score and English language proficiency of native Japanese undergraduates, including their writing, oral communication and presentation skills. I report on my flipped lesson activities with mobile technologies by Lecture Ready II Digital text and various emerging technologies (Globalvoice CALL, ATR CALL Brix, Lecture Ready II digital text, Newton Mobile TOIEC Learning). I carries out an empirical study that indicates their effect on
improving students’ TOEIC and OPIC Speaking test scores. The study, begun in April 2014 and ended in January 2015, and targeted 25 Japanese undergraduates who were required to complete the online TOEIC course and flipped classroom learning materials using a PC and mobile technologies for the purpose of improving their English proficiency. The results indicated that blended and flipped lesson helped students to improve overall English proficiency from mean TOEIC score 577 (SD: 132) to 758 (SD: 105) and 24% of improvements on OPIC computer speaking test over a period of 10 months.

Dr. Obari is Professor in the college of Economics at Aoyama Gakuin University in Tokyo. He also teaches par-time at the Graduate School of Tokyo Institute of Technology. He obtained his Ph.D. in Computer Science from the University of Tsukuba and M.A. in TESOL from Columbia University. He was a visiting research fellow at University of Oxford. (1989~199, 2007~2008). His research is in the area of CALL, Educationa Technology, and TESOL.

Using Blogs in Teaching and Learning Academic Writing
Hjalmar Hernandez

The study used blogs as synchronous computer-mediated communication (SCMC) tool in teaching and learning academic writing. Employing the descriptive and narrative designs of research, the researcher determined students’ weaknesses in and attitudes towards writing, and discovered the uses of blogs in academic writing. Ten (10) respondents from the forty (40) freshmen college students participated in the study. Specifically, they were selected through purposeful sampling achieved by assessing their previous essays, using needs analysis questionnaire, and conducting interview. As primary sources of data, students’ text-based interactions and reflections produced via online writing process were analyzed by the researcher. Findings were as follows. First, most of the students had weaknesses in content, organization, vocabulary, language use, and mechanics, and that almost all of them had negative attitude towards writing. Second, the study revealed meritorious functions of blogs in terms of learning academic writing, developing writing skills, negotiating meaning and feedbacking, and being a novel and convenient platform for writing. Third, blogs can be employed in teaching academic writing in terms of its features such as media accessibility and textual environment, writing platform, collaboration space (as in room for peer correction and feedback, means for providing feedback from the teacher, means for revising and editing the essays drafts of students), flag, quote and reply, reverse chronology, and netiquette. In conclusion, specific functions of blogs were perceived to have relatively influenced the students’ weaknesses in and negative attitudes towards writing. Blogs, more importantly, became useful and meaningful for the students. It is recommended that academic writing teachers and language curriculum makers integrate using computer-mediated communication (CMC) like blogs in academic writing.

HJALMAR P. HERNANDEZ, M.A.Ed. holds Master of Arts in Education with Specialization in English Language Teaching at the Philippine Normal University, Manila – The Philippines’ National Center for Teacher Education. Currently, he is a professor of English at Malayan Colleges Laguna in the Philippines where he is teaching English for Academic Purposes, and English for Specific Purposes. Prof. Hernandez
is a member of professional organizations in linguistics and reading, and holds Professional Regulation Commission teacher license, and civil service eligibility. His research interests are in integrating computer-mediated communication (CMC) in the teaching of language skills, and development of ESP instructional materials.

**Teacher Support Groups for EFL Teacher Professional Development**  
Hoang Dang Tri

There is growing recognition that teachers’ engagement in continuing professional development contributes to both of their skill and knowledge and student outcome improvement. Although, within the Vietnamese context, there are a variety of professional development activities for EFL teachers, the habit of working in isolation and teaching workload result in limiting their professional development opportunities. As a result, it comes to the question as to which model works well with teachers of English in Vietnam. To address this issue, the current study presents a teacher study group (TSG), one of the collaborative professional development models which allows teachers to work in collaboration with others to achieve individual or shared goals and has been reported to be effective for teacher professional learning. This study also seeks to explore the experiences of a group of Vietnamese EFL university teachers who took part in the TSG model for a period of 15 weeks. By using interviews, this study offers a deeper understanding of the subjects’ attitudes towards TSG and its application as an approach to teacher professional development in Vietnam.

**TRI Hoang Dang** is a full-time lecturer of English at the Faculty of Languages and Cultural Studies, Hoa Sen University, Vietnam. He holds an MA degree in Applied Linguistics from Curtin University of Technology, Australia. His research interests are content and language integrated learning (CLIL), ICT use in ELT, teacher professional development and vocabulary learning.

**M-Learning in English Language Class**  
Hom Raj Khadka

Mobile Learning(M-Learning) environments open the gate and broad range of new and innovative learning opportunities. It has envisioned learners who regularly on the move, learn across space and time as well as move from topic to topic, make interaction with groups, partners and colleagues through the technology. This Paper attempts to expose the application, use and implication of Mobile in enhancing Teaching and learning. Moreover, it will try to expose the environment of m-learning environments. The students, in this learning and study process, will be interested, enthusiastic about the new exploration, acquisition and learning activities provided by Mobile technologies. They will be encouraged that learning environment offered ample opportunities for the new types of learning by overcoming the old paradigm. One major Benefit is the flexibility of being able to study and acquire the information with the related streams at any time and
places. The learners engage in learning activities by using mobile and feel pleasure in Technological Environments. They also interact with their Colleagues through the different types of APPS just Facebook, Viber, Skype and etc. This paper also reveal the process of exploring and looking for useful APPS related with the pedagogy and methodology by using Google play store and Apple Market .Moreover, their downloading and installation process will be delivered in this Paper. Downloading and searching file are explained.

Hom Raj Khadka is English Language Instructor in Nepal. He did Master in English Language and Sociology.He did TESOL Certificate course from Thailand. He Presented Paper in International conference of ELT association in More than six countries.

3-PP-822-11

**A Correlation Study Between Foreign Language Aptitude and English Grammar Ultimate Attainment in Classroom Learning Environment**

Hong Li

Foreign language aptitude has been widely acknowledged as one of the most important factors that affects second language acquisition. Before the 90s, researchers mainly make comparison between aptitude test and end-of-course results, however, in recent years, their research focus has been turned to the relationship between aptitude and ultimate attainment. Recent foreign researches concerning the relationship between foreign language aptitude and second language ultimate attainment showed conflicting findings. Furthermore, subjects in studies abroad are mainly immigrants and their language learning environment is different from the classroom learning environment in China. Therefore, their research results can not provide reference for the development of language education policies in China.

This study investigates the relationship between foreign language aptitude and English grammatical ultimate attainment in classroom learning environment in China. 30 advanced Chinese English learners and 10 English native speakers are asked to fill a questionnaire which collects data about their personal information, motivation and learning experiences. Then, the subjects are asked to finish an aptitude test (LLAMA). A grammatical judgment task (GJT) is administered to test their English grammatical ultimate attainment. The data of the tests results will be processed by SPSS 17.0.

Results are expected to reveal if Chinese English learners can reach native or near-native competence and whether there is a correlation between foreign language aptitude and English grammar ultimate attainment. We hope that this study will contribute to our understanding of the role aptitude plays in language acquisition.
A New Development Trend of Language Assessment: The Diagnosis of Reading in a Second or Foreign Language

Hong Qiu

This is a review of diagnosis test of reading, inspired by a book called the Diagnosis of Reading in a Second or Foreign Language. In second language acquisition research, where there is said to be a growing emphasis on and interest in processes of learning, very little attention has been put to second and foreign language reading. There is a great deal of research into first language reading and the diagnosis of first language reading is reasonably well understood, while there is very little research into SFL reading diagnosis, and the nature of SFL reading problems is not well understood.

With more and more people learning foreign languages, SFL reading can bring a new world full of lights to them, which makes it quite significant to pinpoint the reading difficulties that readers might encounter and provide them with detailed and specific feedback to help them. Reading diagnosis test, though in its infancy, includes a chain of entire diagnosis process that begins with the identification of a particular problem in a learner’s SFL reading skills, then provision of reasons explaining the learners’ problems and action taken to address the cognitive gap between current performance and a goal. It’s quite different from the traditional summative test which generally presents a total score.

This new type of test is still an underdeveloped field, though there is some most recent development in diagnosis test, like the newly-developed tests including DIALANG, Diagnostic English Language Needs Assessment (DELNA), and Diagnostic English Language Tracking Assessment (DELTA). However, in terms of the complexities of reading, these tests are far from perfect for no specific guidelines for developing diagnostic test questions have been established. It is still a significant try for they provide some teachers and researchers with some important factors to consider when carrying out diagnoses of SFL reading.

In this review, relevant studies are analyzed to lay ground for the development of theories and systematic procedures of SFL reading diagnosis and detailed examples of newly-developed diagnostic tests are also presented to shed light on this field. Moreover, the essay points out that the biggest challenges for the future is to develop a common understanding of what constructs are important for SFL reading and a systematic and reliable set of procedures for diagnosing SFL reading. Possibly, the future well-developed diagnosis test may help readers to know when the difficulties are due to wider problems with text processing, with underlying skills, with linguistic, cognitive, or strategic competences, and provide them with specific suggestions to address the gap, all of which can only be realized by more research interest into this field.

Qiu Hong is a first-year postgraduate student, majoring in Applied Linguistics. Her supervisor is the dean of the Foreign Language Department of Chongqing University, Prof. Li Hong. Her research interest mainly focuses on Second Language Acquisition and Language Assessment. In June 2014, she conducted an independent research called An Investigation into the Changes of English Learning Anxiety in Freshmen at Chongqing University. After she was recommended to have a further study in Chongqing University in 2014, she participated in a project supported by the National Social Science Fund, which aims to investigate the relationship among age of onset, language aptitude and ultimate attainment. As one
member of this project, she has made a contribution to the review of instruments of ultimate attainment recently.

1-PP-810-1

Understanding English as a Foreign Language (EFL) Teacher Culture: an Ethnographic Study in China
Hong Zhang

Teacher culture (TC) has been a salient issue for researchers in teacher development. Since the first seminal book on TC by Willard Waller in 1932, there have been a plethora of thoughtful investigations into TC from diverse perspectives. However, in English language teaching and teacher education, limited attention has been paid to TC and its (trans)formation, especially in EFL contexts. To fill this gap, the present study aims to describe, interpret and understand the culture of EFL teachers in a senior high school in China. Following the ethnographic approach, this study, which lasted for more than one academic year, gathered rich data through prolonged field observation (e.g., in classrooms, staff office and school canteen), in-depth interviews as well as collection of artefacts (e.g., teaching plans and materials). Following the bottom-up three-level coding and categorization of the massive qualitative data, this research demonstrates a positive TC which embraces both Chinese and Western elements and evolves in ongoing tensions and reconciliations. Three important features of TC are identified: Professionally, the teachers are avid aspirants under the yoke of educational reality; institutionally, ruling and democracy are well-balanced in the teachers’ professional work; emotionally, the teachers are happy strugglers under the institutional pressure. The study also points out the symbiotic relationship between TC and teacher development: on the one hand, TC plays a positive role in facilitating teacher collaboration and promoting language teachers’ continuing development, while on the other hand, the teachers’ ongoing engagement in their professional learning contributes to the creation and maintenance of a positive TC. This study concludes with some useful implications for language teachers and school leaders on how to develop a constructive TC to enhance language teachers’ professional practice and growth.

Hong Zhang is an associate professor in School of Foreign Languages, Southwest University, China. Her research interests include teacher culture, action research, and teacher development.

2-S-825-2

Boosting Learner Autonomy through Project-based Learning
Hong Zhang

For over 30 years learner autonomy, allowing learners to make best of learning opportunities in and out of the classroom, has been widely regarded as promising field of foreign language education to improve the quality of language learning and prepare individuals for independent life-long learning. Project-based learning (PBL), a model that organizes multidimensional learning activities
around realistic challenging projects, involves students in project design, problem-solving, decision-making, investigative activities, autonomous learning opportunities, cooperative learning, critical reflection and evaluation. This research was conducted to find whether PBL could be used as an effective means to guide Chinese college students to be more autonomous learners in EFL courses. Based on well-designed questionnaires and interviews, the careful investigation was made into the real learning experiences of approximately 220 Chinese college freshmen in Chongqing University, where PBL approach has been initially adopted in College English courses (English courses designed for non-English major undergraduates in Chinese higher education) involving about 900 students since 2010. The questionnaire concentrates on awareness of learner autonomy, willingness of taking responsibility, achievements of autonomous learners, competence of independent learning, and potential hindrances to efficient autonomy. The findings revealed that PBL could be used as an effective means to boost learner autonomy as students surveyed were found to be more confident and capable to self-regulate their own learning. It was also noteworthy that Chinese college students were more willing to take charge of their learning than expected but they did expect teachers’ timely corresponding support. The most potential hindrance was that some students’ prior educational experiences failed to foster independent learning and these students still need time and teachers’ proper guidance to be trained gradually to become autonomous learners.

**Zhang Hong** is a senior instructor in the School of Foreign languages and Cultures at Chongqing University in China. Since her graduation from Sichuan University in 1996, she has been teaching English for non-English major undergraduates, with a master degree in applied linguistics earned in 2003. Her research interests include learner autonomy, motivation, literature, aesthetic experience and language education. She won a funded project on “A study on aesthetic experiences of Chinese college students in EFL classrooms” in 2013 ($4000, Chongqing University).

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Improve the Efficiency of English Vocabulary Teaching and Learning with the Help of the Knowledge of Phonesemantics — Making Use of the “Audio Effect” of English Words

Hong Zhuang

The most difficult thing for Chinese students to master English vocabulary is to memorize the spelling and meaning of the words. Among the numerous kinds of tutoring materials introducing the ways to learn English vocabulary nowadays in China, most of them follow the traditional way, focusing on the morphological analysis of the meaning of the roots and suffixes and their changes, and very few introduce the characteristics of English word-building from the perspective of the combination of sound and meaning, e.g. sound symbolism or phonesemantics.

Maybe the imperfectness and some oddities of the English spelling contribute to the overlook of English pronunciation and too much emphasis on grammar such as morphology and syntax in China, which leads the students to focus on rote memorization of the words’ spelling instead of the learning of their pronunciations and meanings, ignoring the advantage of the link (“audio effect”) between English words’ pronunciation and their meaning, causing to low efficiency in learning English.
This article will show a more efficient approach to English vocabulary teaching and learning by doing the analysis of the characteristics of the sound of English words and their meanings from the perspective of English phonetics and semantics according to the theory of phonosemantics, and try to classify and rearrange the words in the vocabulary list of the College English Test Band 4&6 according to their phonaesthesia, providing Chinese students with a more effective and efficient way to remember English words and thus help them have a good command of English.

Zhuang Hong is an associate professor of the Department of Applied Foreign Language Studies (DAFLS) of Nanjing University (NJU), China. Zhuang Hong graduated from the Foreign Language School of NJU with the Bachelor’s degree in 1989 and have been an English teacher in DAFLS of NJU ever since then. Have been to Canada for teachers training program and the USA as a language teacher.

Collaborating SNS Facebook® into College EFL Teaching in Taiwan: a Case Study
Hsin-Chie Sung

Computer technology has been omnipresent in people’s daily lives in the present society. EFL/ESL education is no exception. Computer Mediated Communication (CMC) applications in EFL/ESL education have become a heated trend for the worldwide English teaching professionals. The authors have made several successful attempts to apply computer technology into EFL teaching for intermediate-leveled students. As a follow-up, this project aims to explore the efficacy of combining computer mediated communication (CMC) into traditional classroom teaching in a college EFL class for students with lower levels of English proficiency. CMC applications which were used in this project include online discussion boards, email exchanges and the most influential social network service so far: Facebook®.

The subject students of this research are 30 undergraduate students in Chung Hua University, located at Hsinchu City in the northern Taiwan, whose level of English proficiency is low. The course is designed to build up their familiarity with the English language and to enhance their confidence to use it. Two components make up the course: the lecture part and the online sessions, with the latter focusing on the practices of basic English skills.

This paper initially introduces the design of collaborating computer mediated communication into the EFL course and then categorizes some advantages and disadvantages of this innovative teaching method. The results are hoped to provide ESL/EFL teachers an alternative way to teach their lower-leveled EFL students.

Gender Dynamics in Peer Interaction and Their Influence on Second Language Learning in the ESL Classroom
Hsiu Lien Chu

In the field of second language acquisition, few studies have addressed the issue of gender,
particularly its influence in class participation. This study investigates gender in three areas: gender dynamics, interactional styles, and its impact on second language learning. Qualitative research was conducted in a university-level ESL program. Data were collected for over two months including classroom observations, fieldnotes, and individual interviews. Ten participants, five males and five females, were selected from diverse cultural backgrounds. Data analysis was based on a dynamic, interactional, scaffolding, and holistic (D.I.S.H.) approach, offered by the diversity framework of language and gender studies and Vygotsky’s the Zone of Proximal Development (ZPD).

The results showed that each participant carried his or her own repertoire of gender dynamics, which contained its potentials and could be expanded when social relations varied. These repertoires centered on familiarity, which served as a factor to mediate gender dynamics. Gender was embedded in seven major interactional styles, from word, phrase, and sentence level to discourse levels. In addition, gender promoted as well as hindered second language learning in linguistic, psychological, and social levels.

Familiarity not only influenced gender dynamics but also second language learning. The findings imply that the view of fixed interaction is challenged. Equal time of participation could be achieved not by increasing the amount of time but by increasing familiarity. Instructors and curriculum developers may design activities to establish familiarity. Social conversations meet the needs of language learners for establishing familiarity. Therefore, teaching and learning could be accomplished through guided or theme-based social conversations, which facilitate gender dynamics as well as create opportunities for second language practices.

Hsiu-Lien Chu is Assistant Professor at Chang Gung University of Science and Technology in Taiwan. She has a BSc (Nursing) from Chang Gung University, Taiwan, and MA (TESOL and Bilingual Education) from the University of Findlay and EdD (International and Multicultural Education) from University of San Francisco, USA. With background of Nursing and Language Education, Dr. Chu is mainly interested in Language and Gender and English for Specific Purposes (ESP) course design and teaching methodologies in medical settings. Her recent book is on English for nursing professionals.

Change Management: Inspire Positive Change Utilizing Techniques that Work
Hu Chen

This presentation will provide techniques and solutions to the challenges when implementing curriculum change. Too often changes to curriculum are met with, “That won’t work in my class, or in my school.” When a new course replaces an existing one, curriculum design changes are usually necessary. Successfully implementing the change is brought about by innovation and results in adaptations by local teachers, which requires considerable planning and design. Properly preplanned and designed curriculum change is rewarded by the acceptance and appropriate use of the course, thereby alleviating major concerns and anxiety that can be experienced by administrators, teachers and students. Involving the users of the course as closely as possible in its design and development is one effective way of reducing apprehension and resistance. Attitudes toward cultural appropriateness should be considered, so that the change is not viewed as being
imposed by an outsider. Attempts to introduce change may fail because of a flawed process of introducing the change to teachers. Teacher trainers may be recruited to attend train-the-trainer workshops, with intention of using a cascade model of diffusion, where the teacher trainers then fan out, teaching the new curriculum. (Goh & Yin, 2008). According to Nation & Macalister (2010), “there are two important, related aspects to any major curriculum change: the change that occurs in the curriculum, and the change that needs to occur in the minds of the various people affected by the curriculum.” This presentation will offer the actual experiences, successes and failures of an American professor/teacher-trainer in mainland China. The best practices and approaches will be presented, with cases studies to demonstrate their effectiveness. Come learn some new methods that could possibly make you more creative, communicative and collaborative when implementing curriculum change.

3-W-825-5

On the Return of Language Noumenon Function in College English Reading Education
Hu Ting

Reading is the root to enhance language ability, but the purpose of reading education is not only to bring the language proficiency up to the required level, but also to cultivate students’ personality and train their thinking ability. So what to read and how to read are quite essential for college English teachers to think about in reading education. This paper, taking Human-oriented English Reader as an example, discussed reading ideas, reading content, and reading models in college English reading education. It is suggested that English teaching may try creating appropriate surroundings and conditions to bring out the best in the students. To be specific, combining language teaching with personality cultivation, English teachers can organize their class abiding by the human-oriented concept, which pays attention to not only the literal meaning of the language, but also the emotions revealed by the language as a symbol. Therefore, both the teaching contents and models should put emphasis on the nurture of students’ humane accomplishment, and make full use of modern technology devices such as Microlectures, MOOCs.

This paper, based on distributed cognition theory, aims to discuss the effective factors in promoting the information literacy and all-round abilities of both teachers and students, from the perspectives of sinology guide, method leading, process inspiration, discussion and report, and free and voluntary reading.

In lead-in teaching, Chinese classics should be introduced because of the close interrelationship between Chinese and English, which starves for a better melange of two cultures tutored by the language teachers. Students are required to perceive the theme in their chant with teachers, and their humanistic and moral cultivation would be enhanced unconsciously. In essence, reading education is more of instruction of reading methods rather than the training of reading skills, in which how to motivate students’ thinking through question-raising strategies and cultivation of information literacy are especially essential. In general, learners’ reading ability would not be developed, from collective to individual, until cognitive load is reduced for them. Finally, free and voluntary reading and relevant activities with guidance should not be neglected so as to keep the sustainable development aftereffect for students’ reading ability. The prerequisite of the whole above is teacher's
cognitive construction and perfection of information literacy.

Hu Ting (Ashley)
Senior Lecturer
Foreign Language Department
Xi’an Jiaotong University City College
E-mail:275881235@qq.com
Web: http://www.xjtucc.edu.cn
EDUCATION:
M.A. 2007 Linguistics and Applied Linguistics Xi’an Jiaotong University
B.A 2004 Business English Henan University of Technology
PROFESSIONAL EMPLOYMENT:
2007-present Senior Lecturer, Foreign Language Department, XJTUCC
CURRENT PROJECTS:
1. A Translation Research of Shaanxi Literature from the Perspective of Cross-cultural Communication-- A Case Study of English Versions of Mo Yan’s Novels, funded by Shaanxi Provincial Education Department.
2. A Survey on the Present Situation of English Critical Thinking Ability of College Students in Western Part of China, and an Exploration of Its Training Mode, funded by Foreign Language Teaching Materials and Methods Research Center.
PUBLISHED BOOKS AND CHAPTERS:
3. Human-oriented English Reader, Shanghai Jiaotong University Press, 2014, Pgs. 116-246

Production-driven, Subject-oriented Task Design in Oral English Teaching
Hua Chen

Content-based Instruction (CBI) advocates the concurrent teaching of subject matter and language skills (Brinton et al, 1989); Tasked-based language learning (TBLL) refers to a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language (Nunan, 1987). This study tried to combine these two teaching concepts in spoken English course, which Long believes it impossible (2012). The students were asked to fulfill a series of tasks, follow in order and advance step by step, aiming at subject matter-related topics in English. In the process, the students were pushed to output first without any instruction and requirements until they realized disparities from native speakers and developmental errors. It is believed and found that rapid progress is obvious, because the learners will pay more attention to correct forms after the making-mistakes phase, and in turn enhance studying. This is the key points of Production-oriented Approach (POA, WEN Qiufang, 2008, 2013). The research findings suggest that frequency of practice, learners’ cognitive capacity and schematic knowledge in their mother
tongue deserve taking into consideration in course design.

**CHEN Hua** is a professor of linguistics at Nanjing University (NJU). Since 2002, she has been focusing her research on Chinese EFL learners’ prosodic features, and the methods which can improve Chinese learners’ English oral competence. She is an active researcher both in China and internationally. Her research interests include: English as lingua franca (ELT), experimental phonetics, prosody from pragmatic perspective, English writing for academically specific purposes (EASP), relationship between body languages and prosody, language disorders. CHEN Hua obtained her PhD degree in Applied linguistics at Nanjing University in 2005, but she finished most part of her doctoral dissertation (literature, annotation, data analysis) in University College London (UCL). She was the person in charge of a joint research team in Radboud University, the Netherlands and a researcher at National Research Center for Foreign Language Education.

**2-PP-812-11**

**A Case Study of the Effectiveness of a Learner-centered Approach in Training Translator’s Competence for a Globalized Market**

**Huang Fu wei**

Higher Education translator training programs have to keep in pace with market changes and students’ expectation in a globalized world. Based on Gambier (2009)’s classification of translator competences, i.e. language competence, intercultural competence, translation service provision competence, information mining competence, thematic competence and technological competence, this case study is to investigate the effectiveness of a learner-centered translator training program that has been adopted in the author’s institution for students of MTI (Master of Translation and Interpretation). The research questions to be answered are: (1) what is the role of translation skills training in this learned-centered program in acquiring translation competences; (2) what are the relations between the quality of students’ translation work assessed by professional instructors and students’ views of their performances regarding to the six translation competences; (3) what competences are more easily developed than others in this program and why. The study was carried out along the learning process of the MTI students throughout the academic year. The subjects were given two tests and two questionnaires before and after the program to assess their translation performances by instructors and cognitive attitudes of students. This study aims to contribute to the improvement of the pedagogy in translator training by suggesting procedures or strategies in translator training, and by serving as a reference source for future training programs.

**Huang Fu Wei**, currently is an associate professor and head of the research and teaching section of graduate English of the school of foreign languages in North China Electric Power University. His research interests include applied linguistics, corpus-based translation studies and translator training. He has got papers and books published in the above topics and leading one shool level one municipal level of research programs in those fields.
Construction of Evaluation Criteria for Literature Textbooks and Evaluation of Three Sets of Literature Textbooks for English Majors
Huang Jianbin

Literature, an artistic embodiment and a significant carrier of language and culture, is an essential part that can never be ignored in EFL teaching and learning. Although many literature learning materials on British and American literature have been published, there are no proper criteria to evaluate them. Due to their unique features, literature learning materials are distinguished from other EFL materials in design and compilation. Hence, the aim of the present study is to explore the materials evaluation on literature learning.

The study is made up of three major parts. First of all, by referring to related theories and former studies, the theoretical evaluation criteria of literature learning materials were summed up. Then, the need analysis was conducted to collect learners’ idea about literature learning and literature textbooks to complement the theoretical criteria. 126 master candidates and 247 undergraduates majoring in English who had taken or were taking British and American literature course participated in the survey. By comparing and integrating the theoretical evaluation criteria and learners’ needs, the practical evaluation criteria in the form of checklist were constructed and put into practice to evaluate three sets of literature textbooks, which were published in recent five years and specially designed for English majors’ literature course.

The attempt made in this study to construct a systematic framework of evaluation criteria for literature textbooks considering learners’ needs tries to uncover the unsatisfactory aspects of current literature textbooks and to shed light on the evaluation of literature learning materials. Furthermore, it offers guidance to the compiling of literature textbooks to better facilitate language acquisition.

Assessment Literacy in Language Teacher Education
Hugh John Yik Kuan Leong

Assessment plays an integral role in the education of our children. In many Asian countries both in the Asia Pacific and in South East Asia, assessment has always been high stakes. In fact, many important evaluations of a student’s progress were heavily determined by nationwide high-stakes testing. Recently however, there has been a greater paradigm shift towards assessment for learning, and not of learning. Classroom-based assessment methods have grown more prominent as a compliment and also an alternative, to traditional end-of-year examinations. While these changes are meant to benefit the students in better cultivating their ability to learn and to succeed in better assessment conditions, these changes more often than not, have not been smooth processes that have been easily implemented. Many researchers have documented and discussed the issues that affect the implementation of assessment for learning practices in the classroom. One area that has lacked attention when it comes to this discussion is in teacher education. Continuous professional development has been somewhat effective in helping teachers to transition towards
a more assessment based teaching and learning concept but have teacher training courses in teacher training colleges and universities across Asia adapted to the changes as well? This paper seeks to highlight the current professional knowledge and repertoire regarding assessment that teacher trainees currently enrolled in a teacher training college in Malaysia possess. Several semi-structured in depth interviews with final year Teaching English as Second Language (TESL) students at a local teacher training college in Malaysia was conducted. Recent developments in education and assessment reforms point to the need for teachers to have a good grasp of assessment issues. Accountability, effective delivery of pedagogy and a strive for cost efficient education has dictated that teacher trainees must have an adequate assessment literacy to support and effectively carry out the changes of assessments in education.

Hugh John Leong is a Lecturer and research fellow at Swinburne University of Technology, Sarawak Campus. He is currently pursuing a PhD in Education at the University of Manchester, UK looking at testing and assessment in Malaysian schools. He has a Masters in International Education also from the University of Manchester and has presented at several international conferences.

Teacher Talk as Rich Input
Hui Du

The research questions for this study were “How is teacher talk structured in terms of teaching content?” “In what ways does teacher talk serve as rich input to language learning?” For data generation, 12 College English classes were observed and audio-recorded in 3 Chinese national universities. Analysis of the classroom data was carried out first by applying Sinclair and Coulthard’s (1992) model of classroom discourse analysis to see the structuring of teacher talk, and then by applying Vygotsky’s (1978) notion of the zone of proximal development (ZPD) to analyse the relationship between teacher talk and its potential for mediating learning. The ZPD was constructed in terms of language learning by distinguishing ‘receptive ZPD’ and ‘productive ZPD’.

In terms of Question 1, the structuring of teacher talk was identified as text-focused, text-related, and text-free. As for Question 2, it was found that teacher talk was potentially significant for learning when it was likely to edge students a little beyond the limits of their self-regulation area into their ZPD, and thus lead to the extension of their knowledge either receptively or productively. Such input is referred to as edging input (EI) (Du, 2010: iv). EI is rich to learning, especially when the EI “was integrated in the negotiation of meaning among the teacher and students”, which is termed communicatively embedded edging input (CEEI) (op. cit.). Interestingly, it was identified that CEEI was also structured as text-focused, text-related, and text-free.

The structuring of CEEI can be viewed as a continuum of foreign language teaching at a macro level, with text-focused as departure, text-related as development, and text-free as destination. The distinction is a useful taxonomy for teachers to think about how they move through their lessons.

Hui Du is a professor of Applied Linguistics at Hohai University in Nanjing, China, and holds a PhD from The University of South Australia (UniSA). His PhD study (2007-2010) was supported by an
Hui Zhang

Micro Writing — MOOC-inspired Mini-lectures

While self-consciousness and critical thinking are emphasized in post pedagogy, there is a severe underachievement in the teaching of L2 writing. In order to bridge the gap between the ideally academic requirements and the practically writing incompetence, the article aims to explore a possible way to teach English writing: Micro Writing Series—one 10-minute reading-to-write guidance and one practice package.

Theoretically, content-oriented readings and communication-oriented writing are integrated macroly and microly on basis of the theoretical researches of L2 writing on post pedagogy, output hypothesis and schema theory.

Pedagogically, writing skills are developed through several units in five stages: why to write through reading; how to write briefly; how to write rhetorically; how to write concisely; how to write critically at the macro level (Appendix I). At the micro level, each mini-lecture consists of three parts: sample reading, language analysis and writing guidance. Students are led gradually to understand theme-based, practice-systemized writing in no more than 10 minutes. Besides the online guidance, each lecture is packed with practices (Appendix II) for self-paced study and practice measurements (Appendix III) for effective peer check.

Practically, Micro-Writing is intended to INSTRUCT students to write the WORLD with the WORD. Firstly, Theory of Mastery Learning is stressed as MOOC does in that practices are placed the same emphasis as instructions. Secondly, reading topics are familiar and popular among students so that they are easily motivated to write. Thirdly, language uses are instructed gradually so as that students may master the writing of words, sentences and paragraphs step by step.

Micro Writing, a series of MOOC-inspired mini-lectures, is theoretically and pedagogically a feasible way to enhance students’ writing competence.

Appendix I: A partial list of contents
Appendix II: A sample practice package
Appendix III: A new Composition Measurement

Zhang Hui is a lecturer of Foreign Language Department in Xi’an Jiaotong University City College. The research is oriented to intercultural teaching, with two academic researches in City College, publication of eight articles, participation in two national academic conferences and compilation of Two lecture notebooks, edition of one coursebook.

E-mail: sunnylife-1017@163.com
**Teacher and Peer Feedback: Different or Similar**

Hui-Tzu Min

Research has shown that student writing benefits from both teacher and peer feedback. Studies that focus on comparing and contrasting teacher and peer feedback have generally depicted teacher and peer response as qualitatively different, forming a complementary relationship. Such findings not only highlight differences between teacher and student response but also suggest that neither will change over time. This static perspective—treating teacher and peer response as bipolar dichotomy— is challenged by findings of recent research on teacher and peer response that has shown changes in teacher response (Min, 2013, 2011) and peer response (Min, 2006, 2005). In addition, recent quasi-experimental studies also have demonstrated that peer feedback exerts a similar impact as teacher feedback on students’ revision progress and that multiple peer feedback is significantly more effective than single teacher feedback (Cho & MacArthur, 2010). These findings suggest that current conceptions about the complementary relationship between teacher and peer response need to be reexamined. Given this, the current study aims to explore the relationship between teacher feedback and peer feedback by comparing an EFL writing teacher’s feedback and her students’ feedback to peers writing over time. Preliminary analyses show that peer feedback did change at different points in time and became more similar to the teacher’s feedback in terms of the focus on global issues. Both included suggestions about content revision. But peer feedback tended to be vague in suggesting strategies for revision, whereas teacher feedback was more specific.

**Hui-Tzu Min** is Distinguished Professor at Foreign Languages and Literature Department of National Cheng Kung University. Her interest of research areas are EFL reading and writing. She has published in Journal of Second Language Writing, Language Learning, System, and TESOL Quarterly.

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**Improving Intercultural Competence from a Reflective Perspective: Communicative Cultural Role-Play — an Application of Gibbs’ Reflective Cycle Model in a Cultural Communicative Teaching Case**

Huiyun Liu

Teaching and learning are complex processes and there are many different approaches. Reflecting on practice, reshaping past and current experiences, can lead to improvements, enhancing the experiences of both learners and teachers. This paper provides a case study in applying Gibbs’s Model of Reflection to an intercultural communicative role-play lesson. The context is a cultural misunderstanding between an African and a Chinese student and a lesson has been designed to explore cultural differences, aiming to improve students’ intercultural competence. A number of issues were identified and these are of interest to all practitioners, as they are pertinent to both general and specific teaching practice.

**LIU Huiyun** is associate professor at Guangdong Polytechnic Normal University, Guangzhou (China).
She received her Master Degree of English Language and Literature from Henan University. Her research interests include second language acquisition, English Stylistics and Discourse Analysis in China. She has published many papers in different academic journals.

Teaching English Collocations for EFL Learners in Korea
Hungsoo Lee

Both EFL and ESL learners have been diligently working on acquiring lots of fancy vocabulary and learning the rules of grammar. However, there are three questions still unresolved for both EFL and ESL learners and their teachers: (1) Can an (Asian speaking) English learner speak as fluently as a five-year-old native speaker? (2) What are the specific challenges for the EFL/ESL students when it comes to writing in English? (3) If EFL/ESL learners have already acquired advanced vocabulary and grammatical patterns what are the missing pieces that still need to be filled in? Recent developments in corpus studies have greatly expanded TEFL educators’ knowledge of collocations, idioms, and other multiword units. The crucial key to ending the long battles for EFL/ESL learners is to recognize collocation expressions and be able to use them in their everyday writing and speech. Collocation is a fundamental stepping stone necessary to achieve fluency for EFL/ESL learners. Collocation teaches the EFL/ESL learners to properly combine two or more words according to their appropriate social and cultural context and their usage as English expressions. Collocations fall into two main syntactic groups: grammatical collocations and lexical collocations. A challenge in teaching collocations is deciding how to identify a strong pedagogy to present the best colloquial expressions to the EFL/ESL learners. This presentation is going to point out: (1) Collocation is organized around 10 patterns that pairs verbs adverbs, adjectives, prepositions with specific nouns all drawn from the elementary school vocabulary. (2) Collocation uses Korean expressions familiar to EFL/ESL students and relates these expression to their English equivalent. The activities teach students the social and cultural intricacies that give English collocations their meaning when they are combined as expressions. (3) Rather than memorizing vocabulary out of a dictionary, Collocation teaches EFL/ESL students to use English taking into account the way specific combinations of words shape how each expression is defined according various contexts. Key Words: corpus studies, collocations, lexical or grammatical collocations.

Hungsoo Lee (PhD in Applied Linguistics) is a Professor Emeritus in Department of English Education at Chonnam National University, Korea. Dr. Lee has taught English as a foreign language and ELT methodology to undergraduate and graduate students for over 30 years. He is a former president of Korea Association of Teachers of English. His teaching and research interests include teacher education, second language acquisition, and ELT methodology. He has some books and articles published regarding English Language Teaching in both Korean and English. He is currently working as an English Education Consultant at English Moumou in Korea.
**Small Talk as Strategies in EFL classrooms**

Hye-Young Jung

This presentation explores small talk in the classroom. Since small talk in English classrooms of Korea has lain entirely unacknowledged with little research, its role in classroom discourse needs further theorization. The survey and interview were conducted in high schools in Korea, where 50 Korean EFL teachers, 33 teachers of other subjects, and 118 students participated. The result indicated that the teachers who employed small talk competently understood three aspects of small talk: linguistic aspects that enable meaningful communication, cognitive aspects which facilitate students’ background knowledge to link their daily lives to textbook knowledge in an interesting and motivating way, and sociolinguistic aspects that build rapport. Most EFL teachers as well as the students in the survey also acknowledged the necessity of small talk for initiating the class and were willing to learn small talk strategies. From the class observation and the interview with the teachers, it was found that small talk in EFL classrooms is different from real-life small talk in several respects: 1) the content of small talk is relevant to the topic of the lesson unlike purposeless chitchat; 2) a certain degree of preparation for what and how to manage small talk may be required rather than improvisation; 3) therefore, the teacher’s initiation is frequently observed rather than equal distribution of power in starting a conversation. Finally, after identifying the small talk patterns in the actual high school classrooms, we discussed the findings to develop more feasible and effective ways of implementing small talk strategies in EFL contexts.

Hye-Young Jung is a secondary English teacher in Gyeong-gi province since 2003 and a former member of International Education Committee. She received her master’s degree in English education from CAU, currently teaching senior students in Gwang-Myeong high school. bijou815@naver.com.

**An Analysis of Pre-service for Students in the Department of English Education and In-service Teacher Training Programs for Secondary Teachers in Korea and Suggestions for Improvements in Pre-service and In-service Training Programs**

Hyo ju Ko

Current Regime by President Park Geun-hye announces the implementation of absolute evaluation system from 2018 CSAT and ‘practical’ English education to encourage students’ improved communication skills in their real lives. For overall improvement of students’ communicative skills, English teachers also need to be improved in their communicative English skills, which is followed by more sophisticated and detailed pre-service and in-service training programs. However, despite the announcement of aim for encouragement of ‘practical’ English education, the financial budget, especially for pre-service and in-service training programs for teachers such as TEE (Teaching English in English) Certificate and intensive English teacher training programs, is shrinking. Based on current situation of regime’s English education policies and in-service and pre-service training programs, this research paper has the purpose of analyzing the effectiveness of pre-service and
in-service training programs in terms of the degree of understanding and satisfaction of college students in the department of English education and current English teachers in Korea through two surveys. This research paper conduct two surveys to analyze overall satisfaction degree of understanding, purpose and direction, contents, instructor/professor, administrative support, and evaluation system. Based on the analysis and results of two surveys, this research paper eventually suggests ideas for improving overall qualities of pre-service and in-service training programs to help preliminary/current English teachers’ self-improvement which would be beneficial for students as well.

2-PP-822-11

How to Cope with the Changes of National Curriculum: Listening to Korean Secondary English Teachers
Hyoshin Lee

The rapid development of economy in Korea has required Korean education to produce human resources that could compete in a global market. To meet the strong and newly rising demands on Korean education from the changing society, English education in Korea has experienced 9 times of main changes in the National Curriculum since the first revision of the National curriculum was implemented in 1955. This research aims to investigate how Korean English teachers perceive the constant change of National Curriculum and how they cope with the changes. To do this, questionnaire survey, in-depth interview and classroom observation are employed. The big challenges Korean English teachers have faced are mainly two; frequent change of the national curriculum and the gap between the vision of the CLT-oriented national curriculum of English and the reality of SAT(university entrance exam)-oriented classroom practice. The research suggests that English language policy on the change of national curriculum be redesigned through considering teachers perception and their current teaching practice.

Dr. Hyoshin Lee is an assistant professor at the Department of English Language, Konkuk University Glocal Campus in Korea. Also, she has contributed to the Journal of Asia TEFL as a managing editor. Before moving to the university, she taught English at state secondary schools for about 20 years. She has been leading a voluntary-based reflective teaching practice(RTP) study group with several Korean secondary teachers of English who want to cope with frequent changes of National Curriculum in Korean educational contexts.

3-D-820-1

Using the Tools to Raise Expectations for Foreign Language Education in Asia
Hywel Evans

Studies related to the psychology of culture indicate that East Asians should be doing much better in language learning. I review the literature related to this and show that ELT has understandably dragged its feet in responding to the challenges. I suggest that continued dedication to global methodologies has slowed the development of real, effective local solutions. I argue that a
truly context-based approach must embrace the full range of available pedagogic tools. In line with this, I offer a demonstration of how the use of such tools — student language and the development of software for speaking tasks mediated by hand-held devices — can radically improve student performance and increase speaking-practice time.

**Hywel Evans** (Ph. D., University of London) is Associate Professor at Tsuru University, Yamanashi Prefecture, Japan. He is interested in Cognitive Linguistics and the use of cognitive tools in language learning. He also teaches courses in cross-cultural communication and an introduction to Mount Fuji.

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**Student Engagement as an Investment in Academic Identity**

Ida Fatimawati Adi Badiozaman

Student engagement and disengagement are complex concepts. It is a process that develops over time, and patterns of student engagement may change and evolve, contingent on factors available within the learners’ ecology. This paper reports on the findings of an ongoing project conducted in a private university in Malaysia. In particular, it looks at factors which have a significant impact on student engagement at postgraduate level. Through a mixed methods approach, the quantitative findings revealed that the quality of interactions between teachers and learners in classrooms, and institutional support are significant factors in shaping student engagement. The qualitative findings affirmed this, and further highlighted how these postgraduate students’ academic engagement is an investment for not only their academic identity, but also academic legitimacy. The findings also demonstrate the need to provide a supportive educational environment in order to develop a positive foundation for academic identity and sustained engagement.

**Dr. Ida Fatimawati bt Adi Badiozaman** graduated from University of Malaya (UM) with Honours in Bachelor of Education, majoring in TESL in 2002. After spending two years teaching English and English Literature in a residential school in Kuching, Malaysia she went on to pursue her MA TESOL degree in Victoria University in Wellington, New Zealand. Dr. Ida obtained her PhD in Education (TESOL) from Massey University, New Zealand in 2012. While undertaking her PhD, she worked at two tertiary institutions; International Pacific College and Professional and Continuing Education (PaCE) in Massey University. Dr. Ida was also a tutor for the Licentiate Diploma and Certificate in TESOL (Trinity College London), specializing in Academic Writing papers. She is now the Associate Dean of Academic operations in Swinburne University of Technology, Sarawak Campus and also the coordinator of the MA TESOL program.
An Investigation of Students’ Recount Texts (A Case Study of Schematic Structures and Linguistic Features of High, Mid, and Low Achievers in Indonesia)

Ida Yulianawati

This study investigates students’ abilities and difficulties in writing recount texts, with reference to the schematic structures and linguistic features of the texts written by six students divided into high achievers, mid achievers, and low achievers at a Junior High School in Indonesia setting. This study employed a qualitative research design, embracing characteristics of a case study. The data were obtained from collection of samples of students’ Recount texts, which were then analyzed using Systemic Functional Linguistic as developed by Halliday (1994); and Halliday and Mathiessen (2004). The findings revealed that most students have been able to implement the schematic structures and linguistic features of Recount texts, which indicates the ability of students to write Recount texts and to achieve its purpose. However, some students found difficulties in writing Recount text in terms of the use of past tense, the use of vocabulary, the use of specific participants and Theme system of the texts. Based on these findings, it is recommended that explicit teaching on schematic structures and linguistic features be needed to develop students’ writing skills, especially in writing Recount texts. Future research should check the students’ abilities in writing different texts in different settings.

The Impact of a Graduate Program on the Participants’ Professional Practice

Ignatius Harjanto

Graduate School in TEFL is expected to prepare its participants to be more competent in their professional practice. This aim has been even more urgent in the 21st century when English is the primary language of global communication. Teachers of this era, especially those who go to the Master Program in TEFL, are required to help their students to develop and improve their skills in content and skills mastery in order to succeed. Furthermore, not only students have to cope with the changing curriculum and policies in education, teachers also need to adapt with it and an advancement of their teaching skills is a must. The learning outcomes in the prescribed and enacted curriculum, accordingly, should respond to the challenges of global communication. To achieve that goal, academic activities of the courses and non-academic activities are designed to help the participants of the Graduate School in TEFL to be better teachers. This way they will be able to contribute to their students, peers, and society. Considering the challenges of the 21st century, this study aimed at investigating the participants’ reasons to continue their professional development through a formal master’s degree program in TEFL and the impact of their study at the Graduate School in TEFL on their profession. Through the framework of Actor Network Theory, the prescribed and the enacted curriculum of the Master Program in TEFL, including the non-academic activities and the available facilities, and the impacts of the Master Program in TEFL on the participants’ professions and careers are described in detail.

Ignatius Harjanto is the Head of Master’s Program in TEFL, the Graduate School of Widya Mandala
Catholic University Surabaya, Indonesia. He earned his Doctorate in TEFL from Universitas Negeri Malang, Indonesia in 1999. His interest is in English education and applied linguistics.

**2-S-823-7**

**The Drastic Reformation of the Japanese Governmental English Education Policy in the Globalized World**

Ikuo Koike

This presentation describes the recently revised TEFL policy appropriate for the recent trends seen in globalization of the Japanese Ministry of Education, Culture, Sports, Science and Technology.

Japanese business society in 1990’s began to face a trend toward the globalization phenomena. They felt it necessary to take measures against the shortage of business people who can manage complicated problems in the globalized world. According to a 2012 governmental report, the number of globalized business people amounted to about 1.68 million, however an estimated 4.11 million will be needed by 2017. University graduates total about 0.57 million every year, but the number of graduates who achieved EIKEN 1st level (CEFR C1) and semi-1st level (CEFR B2) are estimated to be 10% of the graduates. This means the amount of appropriately qualified business people is inadequate. This data was shocking, and the government started to take the drastic measure of revising English teaching policy. They decided to start English lessons from the 3rd grade of elementary school and continue them to the last year of senior high school. The Ministry made the decision to attain to the goal of proficiency based on the descriptors set in Common European Framework of Reference for Languages (CEFR), which is common to Europe and partly applied to some countries in Asia. The Ministry made the final goal of B2 for senior high schools, and set Pre-A1 as the minimum goal. The Ministry also adopted the teaching method of ‘teaching English in English’ encouraging discussion and debate, active learning and revising the university entrance examination from a three skill-based test to a four skill-based test. The drastically revised English teaching policy is scheduled to start in 2020, the year of the Tokyo Olympic Games.

Ikuo Koike is the former Vice-President and Advisor to Asia TEFL. Currently he is Professor Emeritus of Keio University and Meikai University, Japan. He is also President Emeritus for the Japan Association of College English Teachers (JACET). His academic interests are second language acquisition and foreign language education policy. He was extensively involved in the revision of foreign language education policy. He was awarded a special prize from Japanese Emperor for his contribution to English education in Japan.

**1-PP-808-5**

**Self-Identity Changes and Language Learning: a Case of Senior High School Students**

Irine Sri Purwanti

As English has widely spread into young people lives, especially through their digital experiences, the issue of identity is inevitably entangled with language learning. When expressing
themselves in English, these young people demonstrate their perceptions toward English and themselves. Owing to this prominent relationship, this study examined the issue of self-identity changes in relation to students’ language learning, gender, and backgrounds. Based on the adapted self-identity changes proposed by Gao, Yuan, Ying, and Yan (2007), this study employed a survey-based study inquiring students’ gender and backgrounds as well as eliciting perceptions of self-identity changes through twenty open-ended questions. The questionnaire was administered to 814 senior high schools students aged 16-18 in metropolitan school contexts. The study reported that two categories of self-identity changes stood in the first two ranks: self-confidence and productive changes implying positive reinforcement of the target and native language. As gender is concerned, female was found to have stronger agreement in self-confidence, additive, zero, and subtractive changes while male in productive and split changes. Based on the finding, gender may not relate to identity as each gender perceives both positive and negative impact of language learning on their identity. Regarding students’ backgrounds, subtractive changes—the tendency for the replacement of native language by the target language were found to have stronger disagreement for those who have never been abroad, dislike English, use the L1 dominantly at home, and rarely use English in social media. The other four categories—productive, zero, split, and additive changes were more apparent in the case of those who have been abroad, like English, use English at home, and frequently use English in social media. The understanding toward the issue of identity would widen the view of English learning beyond competency per se but would place it as part of an individual entity.

Fairness and Social Consequences of English Language Tests in the Philippines
Isabel Pefianco Martin

“What does it mean to know how to use a language?” Bernard Spolsky asks this question in 1985 when he wrote about the theoretical basis of second language testing. It is a question that ESL professionals have long grappled with. It is also an important concern of second language testing specialists who continue to determine how to best know if a speaker is truly proficient in a second language. Throughout history, tests have been used to control human behavior. Language tests have been and continue to be used for gate-keeping purposes. To what extent are these tests fair to test-takers? This presentation looks at the social dimension of English language testing. Using the Philippines as context, the presentation investigates concerns about English language testing practices and products in the country.

Isabel Pefianco Martin is Associate Professor at the Department of English, Ateneo de Manila University, Philippines. She has published in various internationally recognized publications on topics ranging from World Englishes, Philippine English, English language education, language policy, to language and law. She also serves in the editorial board of Asian Englishes (Routledge).
A Study of Developing a Mentoring Program Based on Extensive Reading
Jae-cheol Shin

The purpose of this study is to develop a mentoring program in which a mentor and a mentee would work together as a pair. High school students, who experienced extensive reading through regular English class, volunteered to be mentors for middle school student mentees. The study was organized into two complementary programs. First, an extensive reading program was integrated into the high school English curriculum. In high school English classrooms, in each 50-minute class, English textbook was used for 30 minutes, and then students did extensive reading for 20 minutes including post-reading activities. Second, high school students who wanted to help middle school students as their mentors volunteered for the mentoring program. For about 8 weeks, the mentoring students visited a middle school once a week to do extensive reading and activities with their mentees. The results indicated that both mentors and mentees improved not only their English reading abilities, but also their writing skills as well. Moreover, mentors were able to learn how to help others while also becoming more familiar with English reading themselves. Based on the result, some suggestions were provided.

Development and Validation of an AI Based Courseware for Teaching English Communicative Skills
Jahzeel L. Sarmiento

This paper developed and validated an AI based courseware for teaching English communicative skills. A need assessment was conducted to determine the content to create an AI based courseware. A draft of the courseware was developed and subjected to evaluation. IT experts, English Language teachers and students participated in the validation of the system. Survey questionnaires, pretest, post test and evaluation instrument were used in gathering information. Results showed that the target learners’ communicative needs assessment is important basis for the creation of an AI-based Courseware for teaching English communicative skills, the needs concerned on grammar, pronunciation, vocabulary, spelling. The designed syllabus considered lessons and activities which aim to address the identified needs of the target learners. The AI-based Courseware, as an instructional material in teaching English communicative skills is helpful, real, relevant, accurate, useful, measurable, provocative, authenticate, flexible, and well-defined. Furthermore, interactive learning module material is attractive in terms of drawing, font size, layouting, color and sounds.

The AI-based courseware contains a variety of teaching strategies and styles which made it user-friendly, functionally suitable and secure, perform efficiently, maintainable and portable; and compatible and reliable. Moreover, this interactive module stimulates learner’s interest, relates to the past experiences of the learners, enhances the learner’s knowledge skills and attitude, improves the learner’s understanding of the lessons. The pretest and posttest indicate that students improved their scores through the interactive module. With this, the proponents concluded that the system is feasible for implementation.
Dictionary of Essential Biota Among Agta of Alabat Island, Quezon Province

Jahzeel Sarmiento

The study aimed to look into habitual indigenous language used by the Agta vis-à-vis wildlife with aesthetic value, domestic and medicinal activities; to generate a dictionary of essential biota used by the Agta. This study is participatory action research method which applied both quantitative and qualitative data. Quantitative data primarily comprised of the demographic data from the census of simple demographics of the respondents while the qualitative data focused on defining concepts and social constructs through interview and focused group discussion (FGD). The locale of the study was the Aeta community in Alabat, the first district of Quezon. There were five elderly from the Agta in Alabat Island who acted as participants of this study for they were the ones who still use the indigenous language. Based on the findings, a small number of Aytas speaks an indigenous language called Inayta, younger generations do not use Inayta anymore but understand some words and expressions. Partial traditional aspects of Aytas lives are present, due to their tiring farm-related work as laborer, they even regulated to plant trees that attract animals that are the sought-after sources of subsistence even the useful plants for immediate needs for medicinal use. The recorded information gives us an important lesson vis-à-vis reasoning assets of Aytas younger generation have to be viewed and evaluated taking into consideration their Inayta language parallel to their ecological and cultural contexts that place very different demands on day-to-day life. Moreover, there is sufficient Inayta language knowledge among elders of the community around the Ayta of Alabat on medicinal plant species, domestic value and aesthetic influences to contribute not only to a sustainable provision of floral and faunal species but also a potential to share this knowledge beyond mutual language in the Philippines. Imperative message can be developed by releasing such information from the monopoly of a few to the wider population through an “accelerated” social construction process relative to public awareness campaigns and agendas that will save this dwindling language.

JAHZEEL L. SARMIENTO is Assistant Professor IV (B) in the College of Arts in Sciences at Manuel S. Enverga University Foundation, Lucena City, Philippines. She is a Master Mentor of the college and was the Chair of the Department of Languages and Humanities. She earned her Master in Education Major in English in 2012; and Bachelor of Arts in English Language in 2005 at MSEUF. She attended trainings on research writing, textbook writing, language and literature teaching, and business communication. She made researches, as co-author, on Maritime English; on developing dictionary of essential biota among Agta of Alabat Island, Quezon Province in the Philippines; and on developing AI-based courseware for teaching English communicative skills. She was a Faculty Exchange in the Institute of Communication and Technology, Thai Nguyen University, Thai Nguyen City, Vietnam in 2013. Prof. Sarmiento is a member of the Humanities, Social Sciences, and Communication Council of Deans Region IV-A (HUSOCOMM IV-A, Inc.); Philippine Association for Graduate Education Region IV-A; AsiaTEFL; and a lifetime member of the American Studies Association of the Philippines (ASAP).
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**The Language and Intercultural Development of Chinese International Exchange Students: a Comparative Report**

Jane Jackson

The number of students from Greater China who are taking part in international exchange programs has increased dramatically in recent years, with the most growth in semester-long, second-language (L2) sojourns. This presentation reports on one phase of an inter-institutional project that is tracking the L2 learning and intercultural sensitivity development of more than 500 outgoing semester-long international exchange students from four comprehensive universities: one in Hong Kong and three cities in Mainland China (Beijing, Nanjing, and Shanghai). At each institution, the participants from various Faculties have completed pre- and post- questionnaires, and 15 have shared their experiences in in-depth, semi-structured interviews before and after their semester abroad. NVivo 10 software has been used to code and triangulate the qualitative data (e.g., application essays, interview transcripts, e-mail responses) with the quantitative questionnaire results that were processed by SPSS. This presentation will center on the findings related to the participants from a university in Nanjing. Pre- and post- sojourn results will be presented, drawing attention to the internal and external factors that can lead to disparate outcomes (e.g., variations in L2 learning and intercultural competence). The findings have implications for the preparation and ongoing support of L2 sojourners from this region.

**An Emerging Model of Team-teaching in a University General English Program**

Jee Eun Lee

The purpose of this study is to illustrate a collaborative model of team-teaching in a university general English program. While positive effects of team-teaching and some suggestions for team-teaching practices have been reported previously, there has been less attention paid to an instructional model where native teachers and Korean teachers collaborate with each other for the best classroom experience for students. Twenty teachers’ team-teaching classes were observed and video-taped for analysis. The findings showed that the two teachers’ negotiations of meanings in any stage of the lessons was helpful to the students’ understanding. Also, in the stage of presenting particular language expressions (during-lesson), complimenting each other with native teachers’ intuition and Korean teachers’ analytic skills was suggested as an important instructional move. When activities were introduced, modeling by the two teachers and the Korean teachers’ bridging roles were a contribution and recommended for model collaborations. Educational implications and an instructional model have been suggested.

Jee Eun Lee works for Woosong University, Daejeon. She directs different programs in a general English at Woosong University. Her research areas include storytelling, teaching methodologies, and native teachers training.
Continuing Professional Development Programs: Enhancing Teacher Performance and Cultural Understanding in the Korean University Classroom

Jee Eun Lee

The purpose of this study is to analyze how an in-house training program for foreign lecturers improved educational standards in the classroom, benefiting both the lecturers and learners at a mid-sized private university in South Korea. The program was set up to provide professional development for native English speaking teachers (NESTs) with the results being passed on to the students through improved teaching, and ultimately the university itself through an overall improvement in standards and collegiate reputation. The teaching skills covered in the program included communicative practices appropriate for L2 learners, and classroom management skills, including methods for motivating students and dealing with behavioral problems. Participants, many of whom were new to Korea, were also asked to consider the cross-cultural perspectives of their students and challenge their own teaching methods in order to improve. So as to better understand the students’ perspective training was given in relevant cultural aspects of Korean education. The training sessions included short lectures, group discussions, practical workshops, and group presentations. The findings of the study indicated that the time spent in the professional development program motivated the participants, exposed them to new methods and practices, and encouraged them to improve their teaching. It was also shown that student evaluations improved for lecturers attending this professional development training program. The study aims to contribute to the discussion of how foreign lecturers can enhance their effectiveness in the classroom, thereby benefiting themselves, their students, and the universities that employ them.

Jee Eun Lee works for Woosong University, Daejeon. She directs different programs in a general English at Woosong University. Her research areas include storytelling, teaching methodologies, and teacher education.

TED Talks in the English Language Classroom

Jenna Lee Thompson

TED is a free online resource highlighting some of the world’s brightest thinkers and in doing so provides ample opportunities for the English language classroom. This workshop will focus specifically on creating classroom activities for low-intermediate to advanced learners. These activities to foster learning will center on two different TEDTalks with each TEDTalk being appropriate for different types of learners. In addition, the workshop will highlight how these particular activities can be modified for various TED Talks or online videos. TED is an invaluable resource to all teachers and learners alike and provides ample learning opportunities in the ESL classroom particularly in developing learners’ listening skills.

Jenna Lee Thompson is the current English Language Fellow (US Department of State) at Qufu
Developing Students' Vocabulary and Pragmatic Skills for Effective Email Writing
Jennifer Kreisz

This presentation and workshop will focus on how to develop EFL students’ vocabulary and pragmatic skills when it comes to writing effective emails. Due to pragmatic differences existing between honorific and non-honorific languages (ie. Korean, Japanese, Chinese and English), research shows that EFL students still lack the pragmatic know-how and linguistic diversity needed for constructing proper emails targeted to their desired speech acts (Ex., making requests). Therefore, this presentation will highlight language usage and pragmatic differences occurring between Korean, English and Chinese languages. The workshop portion of this presentation will be geared towards giving tips and lessons plans to teachers on how to teach their students to write effective emails for their desired speech acts (ie. focus on vocabulary building, linguistic diversity and pragmatic sense). Under each of the components of email writing, many example sentences and phrases will be given in English, Korean, and Chinese, to show what is commonly used for each speech act (Ex. requests, apologies, etc.), according to the results of data that was collected by the presenter in her own research on the linguistic-pragmatic preferences of Korean vs. Native English speaking students, as well as research conducted by other researcher on the linguistic preferences of Chinese EFL learners.

Jennifer Kreisz is a certified Canadian high school teacher who is currently a faculty member at Induk University in Seoul, South Korea, teaching English translation and writing for specific purposes. She completed her Master’s degree at Korea University in the department of English Education with a focus in interlanguage pragmatics. Much of her research has focused on comparing the linguistic preferences of Korean undergraduate students to those of native English speakers, and examining where pragmatic transfer poses challenges between the English and Korean languages. With the recent increased number of Chinese exchange students studying abroad in Korea, it has become imperative for English language teachers to begin adapting their teaching methods to effectively reach all of their students. Therefore, the presenter has also taken up studying Mandarin.

Empowering, Preparing, Inspiring, and Connecting Future Indonesian Teachers through Camping
Jennifer Uhler

Presenters will share results from an intensive two-week pre-service camp called Camp EPIC (Empowered! Prepared! Inspired! Connected!) with 22 pre-service teachers from Indonesia and Timor L’este. The informal camp enabled participants to test teaching techniques while exploiting
opportunities for language practice and intercultural experiences with English teaching professionals from Indonesia and the United States. Primary goals included 1) improving teaching and language abilities of talented students and 2) planting a grassroots professional network of young teacher ready to assume leadership roles.

University teacher preparation programs struggle to simultaneously provide adequate language proficiency, theoretical underpinnings, and experiential learning. In Indonesia, English departments attempt to fill gaps from school reforms resulting in less English instruction before students begin university. Universities focus primarily on language, culture, and theory, leaving inadequate time for applied practice. Lecturers and students alike strive to meet standards for pre-service preparation (see Fenner and Kuhlman, 2012) and acknowledge that with lack of broader institutional support, it is difficult to train even the best students for success. The genesis for this camp emerged from a desire to better prepare a young cadre of students as quality teachers.

Participants provided input about their needs, confidence, and perceived abilities before, during, and after the camp. Themes extrapolated from the participants at these data collection points indicate a progression from over-confidence, to open learning and teaching experimentation, to an acknowledgement of need for long-term learning and peer-to-peer professional support (from expertise, to questions, to peer resource). Anecdotal data indicates the immersive camp’s role in confirming career choice, motivating continuous and collaborative professional development, and encouraging commitment to the EFL community in local schools. Presenters will reflect on the overall impact and potential for replication in university programs and other professional development for young teachers.

Jennifer Uhler is a Regional English Language Officer working with U.S. Embassies in Indonesia and East Timor to support Public Diplomacy programs and promote quality English language teaching.

A Study on the Flipped Learning-based TED Talks
Jeong Mok Seo

The flipped learning can lead both instructors and students to actively participate in studies getting out of traditional and one-sided teaching methods centered around instructors and motivate students’ interests in studies. Their motivated interests fosters positive attitudes toward studies, eventually enhancing study effects. The purpose of this study is to apply the methodology of the flipped learning to TED talks, carefully observing the organization of TED talks as a subject of learning English and its operation. English reading materials such as classical novels, newspapers and magazines have much to read in themselves. They are orientated just for reading and typically have difficult contents to understand. On the contrary, TED talks usually consist of short lectures working in various areas, and therefore they are easy to read and video and audio files are provided, enhancing the 4 major areas of learning a foreign languages (reading, listening, speaking and writing). More than anything else, contents of TED talks are, mostly, interesting, touching, informative and creative. They will provide students with opportunities to enrich their understanding for the world around them, and to broaden the perspective of thoughts. In advance, students are required to watch
each topics of TED talks and study English in TED talks through video files, or online system offering studies of grammar, vocabulary, and reading on TED talks. As a flipped learning, then, students exchange their opinions on the TED talks and discuss what they have studied, developing creative solutions to problems issued at TED talks. While giving presentations for TED talks in the class as a flipped learning, students’ presentation skills and ability of delivering their intention clearly will also be improved. The flipped learning will be one of the optimistic methods cooperatively for a simple knowledge delivery and creative intellectual activities, including feedback, performance, assessment and evaluation, etc.

Seo Jeong mok is a professor of English department of Catholic university of Daegu, in South Korea. He received his Ph.D. degree in Translation Studies from Pusan National University. He also works for Korea Trade Association as an advisory. He has interests in computational Linguistics. He had worked in IT business and has licences of CISA, CISSP, and ITIL.

Structural Persistence in L2 Writing
Jeong-Ah Shin

Structural persistence (or structural priming) refers to people’s tendency to reuse the same structural frame as one that they previously encountered (Bock, 1986). This study explored structural persistence as a useful method to promote L2 grammar learning. Employing a pre- and post-test design and using the passive constructions as the target structures, this study investigated whether structural persistence in English can help learners build L2 syntactic knowledge and improve L2 production, and whether structural persistence can cure L2 learners’ overpassivization errors. The overall results of this study are discussed in terms of their methodological, theoretical, and pedagogical significance, yielding substantial implications for research on second language acquisition, learning, and pedagogy.

Jeong-Ah Shin is an assistant professor in Department of English at Dongguk University in Seoul, Korea after receiving her Ph.D. from University of Illinois at Urbana-Champaign in U.S. in 2008. Her fields of research center on psycholinguistics and second language research, including bilingual language processing, corpus-based research and second language instruction. She published several articles in the internationally renowned journals such as Language Learning, Cognition, and Second Language Research.

Efficacy of a Model Text on EFL Learners’ Writing Performance
Jeongeun Jessie Kim

The current study investigated how noticing is promoted through a multistage writing task with an alternative form of feedback, model text, as a tool to provide written feedback in a real classroom.
setting. The participants were Korean college students at an intermediate proficiency level, and they completed a writing task in which they were intended to incorporate two grammatical features they have learned in class. The writing task consisted of four stages: original composition with note taking (Stage 1), pre-test (Stage 2), self-revision of the original text with concurrent note taking and a native speaker model text for the treatment group (Stage 3), and subsequent writing with note taking and post-test (Stage 4). The results indicate that the learners’ problematic features noticed (PFNs) centralize in the lexical, grammatical, and ideas and expression areas while the features noticed (FNs) mainly emerge in the ideas and expression category after the comparison stage with the model text. It is prompted by the comparison with richer expressions of the native speaker text; however, the incorporation of this newly acquired knowledge from the model text did not retain as expected in the subsequent writing stage. The findings suggest that the model text conclusively promoted learners’ noticing, and it may be a useful instructional tool to positively influence the second language (L2) learning by providing content beyond learners’ interlanguage (IL).

Jeongeun Jessie Kim is a PhD Student at Sogang University in Korea and also an assistant professor at Yeungnam University College. Her research interests include second language teaching, development of second language learners, and written feedback.

Nonnative English-speaking Professors’ Experiences of English-medium Instruction and Their Perceived Roles of the Local Language
Jeongyeon Kim

This study examines the experiences of nonnative English-speaking faculty instructors teaching subject courses in English-medium instruction (EMI) at a Korean university and reveals the perceived roles of the local language in the context. The data consist of questionnaire responses of 91 Korean professors, and qualitative interviews with 15 who had answered the questionnaires. Findings showed that while the participants perceived the local students’ performances and the amount of interaction between local and international students most negatively, their perceived need for the local, Korean language correlated negatively with the interaction between Korean and international students. In the qualitative interviews, the local language in the EMI context, despite the full-fledged EMI policy being implemented top-down, was represented as crucial for social and instructional purposes in the classroom and for time management out of the classroom. These perceived roles were found to be associated with their multiples identities, such as instructors and researchers, required and practiced in the context. The findings are discussed to provide information on how to support EMI and other policies for internationalization of higher education, especially in non-English speaking societies.

Jeongyeon Kim received her Ph.D, in applied linguistics, the University of Texas at Austin. Currently as associate professor, she has been teaching courses on language and culture and English styles at UNIST, Ulsan, South Korea. Her research interests include intercultural communication, language policy, sociolinguistics, speech act behaviors in EFL environments and instructional technology such as blended
Understanding Teacher Influence on Language-Learning Motivation

Jerry Ruth

Since English is a required subject in Chinese schools, all students must attempt to learn the language irrespective of their interest in it. Students whose sole purpose for studying English is to pass the state-mandated exams which focus merely on reading and writing skills may have little enthusiasm for interactive methods necessary for building communicative competence. This lack of enthusiasm on the students’ part has long proven particularly vexing for teachers in China, both foreign and national, who often strive in vain to create a lively classroom atmosphere. I interviewed 30 first- and second-year Chinese university students who, unlike their peers, were very active in their oral English classes and appeared to have positive attitudes toward learning English. The results of the interviews showed that one common factor among all the participants—even those who initially had disliked the subject—was that they had a teacher in their pre-college schooling who helped impart favorable feelings toward studying English. Based upon these findings, I suggest four specific ways in which EFL teachers can help foster among their students positive attitudes toward English study, and thereby engender a more spirited, interactive language environment in their classrooms.

Jerry Ruth has been an EFL teacher in China for more than ten years. He graduated from Biola University, La Mirada, California with a doctoral degree in Intercultural Education. The subject of his dissertation was the use of communicative language teaching methods in Chinese classrooms, and his current research is focused on the needs of Chinese learners of English.

Reading Comprehension Level and the Scholastic Performance of the Grade 9 High School Students: Basis for the Reading Comprehension Enhancement Program (RCEP)

Jhonathan Cadavido

The main objective of this study was to determine the reading comprehension level and scholastic performance of Grade 9 high school students of Atimonan National Comprehensive High School. The study used a descriptive-correlation method of research employing the qualitative approach focusing on the identification of the reading comprehension level and the scholastic performance (in English) of the Grade 9 students of Atimonan National Comprehensive High School. The results were correlated and were used as the basis for the development of the Reading Comprehension Enhancement Program. The findings revealed that the Grade 9 students of Atimonan National Comprehensive High School had average reading comprehension level and proficient scholastic performance level in English, and were significantly correlated. To improve and enhance more their performance level, the Reading Comprehension Enhancement Program was
developed. This classroom-based research provided significant data on the reading and scholastic performance patterns of the learners. At the same time, a reading comprehension program was developed following the present curriculum to help both the teachers and the learners.

**JHONATHAN S. CADAVIDO, MAEN** is an English teacher at DepEd Atimonan National Comprehensive High School. He finished his master’s degree on Master of Arts in English (Excellence in Graduate Education Research Awardee) at Manuel S. Enverga University Foundation, Lucena City, Philippines. At present, he is enrolled for his doctorate degree on Doctor of Philosophy in English in the same university. He is also a member of the Board of Directors of the Teacher-Researchers’ Association of DepEd-Quezon, Inc. He has also been a resource speaker and paper presenters in conferences in international, national, regional and local levels.

**2-PP-816-9**

**Written Communication Errors in English of School Personnel of the Division of Quezon: Basis for Written Communication Enhancement Program**  
Jhonathan S. Cadavido

The main objective of this study was to determine the written communication errors in English of school personnel of the Division of Quezon. This study used the discourse analysis method using the textual analysis technique for language analysis on the errors and the format of the assessed written communications. Quantitative approach was also used to in order to quantify the results gathered on the analysis of the data. 300 written communications from both elementary and secondary school personnel were assessed focusing on business letter format and structures, and the morphological, lexical, syntactical, and mechanical errors of the English language. The results were tabulated and analyzed, and were used as the basis for the development of the Written Communication Enhancement Training Program. The findings revealed that a number of errors have been committed by elementary and secondary school personnel in written communications in English focusing on business letter format and structures, and the morphological, lexical, syntactical, and mechanical features of the language. To improve and enhance more their written communication skill, the Written Communication Enhancement Training Program was developed. This special research provides significant data on the written communication skills of the school personnel focusing on their knowledge on letter format and structures, and the morphological, lexical, syntactical, and mechanical errors of the language. At the same time, a written communication enhancement training program was developed to enhance the written communication skills of the school personnel.

**1-S-823-2**

**The Design and Implementation of RUC-TOPE--a Study on a CEFR-based Oral Proficiency Test**  
Jia Guodong

The paper focuses on the design and implementation of RUC-TOPE(Renmin University of
China-Test of Oral Proficiency in English), which is constructed on the basis of Common European Framework of References (CEFR).

RUC-TOPE is designed as an achievement test with an aim of improving students' oral performance so that they can communicate freely with native speakers in both daily and academic situations. The test consists of three major parts, Reading aloud & Retelling (Part I), Presentation & Discussion (Part II) and Impromptu Speech & Q and A (Part III). Part I will be tested after semester one, and part II after semester two, and part III after semester three. The testing scores of each part are added together with a weighting scale of 25 percent for Part I, 45 percent for Part II and 30 percent for Part III. The final score is converted into a 1 to 6 level scale which is aligned to CEFR's scale of A1 to C2. It is conducted in a face-to-face way with a high validity.

RUC-TOPE was implemented from 2013 and one grade (Grade 2013) has completed all the three parts of the test. The testing data indicates that the score has quite a normal distribution and well reflects students' oral performance. It also had a positive washback effects on both teaching and learning. It affects the syllabus design, teaching contents, teaching material development, teaching methods, and formative evaluation. It also affects learning plan, learning material choice, learning strategies, and learning outcome. The paper will discuss briefly the negative effects as well.

The paper concludes that RUC-TOPE is a newly developed test and remains a great space to be improved. It has been, however, such an instrument that improves both teaching and learning qualities. It is worth making it a better one to measure properly students' communicative competence.

Guodong Jia is the vice dean and professor of English at School of Foreign Languages, Renmin University of China. His research interests are language testing, corpus linguistics, language teaching and CALL. He has published a lot in these fields including journal papers on The Foreign Language World, China Foreign Language, China College Teaching and Modern Foreign Language Research. His book Computer-Assisted Language Learning-Theory and Practice (2007) has been used as MA text book at RUC ever since.

Prof Jia has presided over several national language learning and assessment projects from Ministry of Education of China, the Advisory Board of Foreign Language Teaching of MOE, and the College English Test Committee of MOE. He was awarded the Baogang Best Achievement Award in Education (2007), The Teaching Achievement Award of Beijing-Second Prize (2008), and The Teaching Achievement Award of Beijing-Second Prize (2012).

Prof Jia is member of the International Language Testing Association, member of the Modern Language Association, and member of the International Association of Teachers of English as a Foreign Language.

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Application of Portfolio Assessment in Extracurricular English Reading

Jiadi Wang

Portfolio assessment aims to collect the information about students' learning performance, including the scores, assignments, notes, works, etc., which are put into a portfolio with the
assessment from the students’ themselves, classmates and teachers. It emphasizes on the assessment in the process. Extensive reading is a fundamental course for English majors, and it requires the students to do more practice after class by themselves. However, it is a difficulty for the monitoring of the students’ performance and raising their interests in extracurricular reading. Portfolio assessment provides a way to solve the problem. It not only provides an objective and complete assessment on the students’ reading, but also is helpful for the cultivation of the students’ ability in self-learning, self-monitoring, self-assessment and self-reflection.

This paper consists of six parts: part I is an introduction to the paper; part II explores the theoretical foundation for the application of portfolio assessment in teaching; part III discusses the principles for the use of portfolio assessment in extracurricular English reading; part IV illustrates the ways to achieve objective and complete assessment with portfolio; part V is a reflection on the use, including advantages and limitations; part VI is a conclusion of the paper.

Wang Jiadi, Assistant Professor of English Language and Literature, is currently a teacher in the School of Foreign Studies of Hunan First Normal University, and an editor for the University Journal. She got B.A from Jilin Normal University in 2003 and M.A. from Hunan Normal University in 2006. After that she has been working in Hunan First Normal University until now. She teaches Extensive Reading and Writing courses for the undergraduates of English majors. The research covers Extensive Reading teaching, primary English reading teaching, translating activities of western missionaries in China. She plays a leading role in many projects and publishes 21 papers.

E-mail: 13600654@qq.com

A Comparative Analysis on Thematic Progression Patterns of EAP Abstracts Written by Native and Non-native English Writers

Jiafen Fan

The article reports an analysis of English for academic purpose abstracts from two angles: genre analysis and thematic progression patterns. There are 30 abstracts of engineering academic thesis written by native English writers and 30 by non-native English writers from Ei Compendex Web. Based on Huang Guowen (1987)’s thematic progression, contrastive analysis is applied to study the distinct patterns of thematic progression. It’s found that parallel pattern and continuous pattern are used more frequently and the proportion of two patterns in abstracts of native and non-native English writers is 91% and 70% respectively. There is a difference between native and non-native English writers. In derived pattern, the proportion in abstracts of native and non-native English writers is 2% and 21% respectively. It shows a significant difference. From the perspective of a mapping relation between language and thinking, the article explores the cognitive root and cognitive structure of different discourse structures due to native and non-native English writers thinking patterns. Moreover, the study of thematic progression pattern in EAP English abstracts can shed light on its writing and pedagogical application.

Name: FAN Jianfen
Address: District Chang-an, Chang-an campus of Northwestern Polytechnical University, XiAn, Shaanxi, CHINA 710129.
Research Interests: Systemic functional grammar; Cognitive Linguistics; Language acquisition
Education: 2014—2016 Master Degree in Northwestern Polytechnical University
2010—2014 Bachelor Degree in Northeastern Forestry University
Language Abilities: English: TEM-4\TEM-8\ TEM-8 Oral Test
French: TFU-4

A Survey Study of Discourse Fluency by Chinese EFL Learners: an Acoustic Approach
Jian Gong
To speak fluently in English is the ultimate goal of EFL learners, hence discourse fluency, an important index of oral competence, has been a significant topic in SLA filed. This paper reports an empirical study of the discourse fluency by 40 Chinese English Majors (M=20, F=20) with reference to 4 standard RP speakers (M=2, F=2) from 4 dimensions (speech rate, disfluency features, chunking pattern and rhythmic pattern). The effects of gender and overall English proficiency are also investigated as so to find out the role of learner factors in the acquisition of L2 discourse fluency. The data were collected in the phonetics labs in China and UK respectively and analyzed acoustically via Praat software and statistically via SPSS. The results reveal there are systematic similarities and differences in the discourse fluency between native and nonnative speakers, between male and female EFL learners as well as between individual EFL learners, but there is no statistically significant correlation between the subjects’ discourse fluency and their overall English proficiency, indicating the unfavorable patterns of discourse disfluency in L2 oral proficiency. These findings shed light into the oral features of China English and provide implications for oral English teaching in China.

Jian Gong, School of Foreign Languages, JUST, habaogj@hotmail.com.

Development of Ted-based Listening Materials for English Majors
Jian Huang
The impact of materials on language learning has been well documented. Many studies have been carried out on how to develop effective materials for language learning and many principles have been proposed. Most of these principles are concerned with the development of general English textbooks and intended to serve professional textbook developers. In addition to textbooks, teachers are found using more and more materials they choose and develop for their own classrooms, especially in listening class. Ted is found to be one of the most popular sources of listening materials, especially for university students. However, few systematic studies have been carried out to find out how Ted speeches should be chosen and tasks should be developed based on the speeches chosen for listening instruction. This study, via a three-semester case study of Ted-based listening
instruction, attempts to find out how to choose the right Ted speeches among so many different speeches updated everyday and how to develop an effective sequence of tasks based on the speech chosen for listening instruction. For the choice of speeches, the study suggests that: (1) First priority should be given to speech quality that can be measured on content, organization and delivery; (2) Topic difficulty and speech length are important considerations but not as important as the quality of speech mentioned above; (3) The speeches are better arranged on the basis of genre from narrative through informative then to persuasive speeches. For the development of tasks, the study suggests that both cognitively challenging and emotionally engaging tasks should be developed like warm-up, summary, paraphrase, interpretation and self-reflection, etc. It is hoped that these suggestions can serve as reference for those who are planning to use Ted as listening materials in their own classrooms and professional material developers as well.

Huang Jian, born in 1979, Associate Professor In School of Foreign Studies, Central University of Finance and Economics and PHD candidate specialized in Applied Linguistics in School of Foreign Languages and Literature, Beijing Normal University. Mr. Huang has been teaching English majors for 8 years. The courses taught include English writing, Translation and Listening comprehension, etc. His major research interests lie in language instruction and assessment, translation instruction and assessment, materials development and teacher education. Email: summerofhj@sina.com

Learning Styles Among Non-native Speakers: a Comparative Study of Chinese and Iranian EFL learners’ Perceptual Learning Styles

Jianbin Huang

The purpose of the study is to investigate and compare Iranian and Chinese EFL learners’ perceptual learning style with their age, gender, and years of study English. The total sample of the subjects included 331 EFL learners (46.5% Chinese and 53.5% Iranian) fill Perceptual Learning Style Preference Questionnaires (PLSQ). Descriptive and inferential statistical analysis showed that Iranian EFL learners are more visual and auditory, while Chinese EFL learners prefer tactile and kinesthetic styles. The study results regarding age and degree (Masters and Bachelors) revealed that older learners and students of Master degree prefer more perceptual learning styles. Also, there is no significant difference found between females and males scores of the scale. At the end some implication is considered.

Huang Jianbin, male, born in 1955, professor at the School of International Studies, Zhejiang University, PhD supervisor. His research interests include second language acquisition, foreign language teaching and learning, and theory and practice of textbook compiling.
The Effect of Metalinguistic Corrective Feedback on Chinese EFL Learners’ Writing Accuracy

Jiandong Hou

Based on the “pretest-treatment-post-test-delayed post-test” mode, 90 intermediate Chinese EFL learners were divided into 3 groups, with 30 subjects in each group. The experimental group A received error node, the experimental group B received grammatical description, and the controlled group received no written corrective feedback. In the research, all the subjects were required to finish five same essays and received a post-test and a delayed post-test without notice in advance. The result reveals that the writing accuracy is improved in group A and B, but no improvement is found in the controlled group. Besides, a significant difference is found between the experimental groups and the controlled group in light of writing accuracy, but no significant difference is found between group A and B. The paper argues that metalinguistic corrective feedback is able to raise EFL learners’ awareness on language forms, thus the improvement in writing accuracy in both experimental groups is resulted.

Mr. HOU Jiandong is Lecturer of College of Foreign Languages, Tianjin Normal University.
Email: frozenmemories@163.com

Multi-dimension and Characterization in Experiential College English Teaching under Digital Environment in Foreign Languages University

Jiang Huiling

Abstract: Guided by “college English curriculum requirements” issued by China’s ministry of education and the concept of Experiential Teaching advocated by Nunan (2001), which points out that curriculum design and classroom teaching is changing from transmission teaching to experiential teaching, this paper aims to realize multi-dimension and characterization of English teaching resources in Foreign Languages University via resources-integrated digital platform, which includes various and characterized teaching scenarios, the integrated use of diversified teaching method and means, setting up language practice platform by combining in-class and after-class activities and building a diversified evaluation system. It emphasizes the cognitive and experiential course of language learners and tries to demonstrate the remarkable functions of Experiential Teaching in improving the English level of non-English majors in Foreign Languages University through the specific teaching process design and teaching practice result.

The teaching process design is based on Unit 1 “A Kind of Sermon” of Intensive Reading of College English (Book 5, 3rd Edition) and sets in two teaching periods of 90 minutes, and corresponds with Nunan’s experiential teaching mode. It adopts the multi-dimensional media under digital environment, including textbooks, compact discs, teacher and students’ presentations, and various video and audio materials from the powerful Internet. More important, the students’ activities take up over 80% of the whole teaching process, truly realizing the experiential teaching mode of “learning by doing”. The teacher is no longer the authority of the class, change from the
knowledge imparter to an organizer and coordinator. What’s more, students have to preview and review in order to demonstrate well in class, the self-study and presentation process have enhanced not only their self-study and demonstration ability, but also cooperation and creativity. The effect of experiential teaching practice is meritoriously verified by students’ own responses to questionnaires and their outstanding performance in CET-4&6.

**Jiang Huiling** Lecturer in Dalian University of Foreign Languages, teaching English as a second foreign language; master degree in English literature, with 10 years’ English teaching experience; host of the teaching reform program “Theoretical and Practical Study on Experiential College English Teaching under Digital Environment in Foreign Languages University”.

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**Enhancing Student Engagement Using Flipped Classroom**

**Jiang Yu**

There is increasing pressure for higher education institutions to undergo transformation, with education being viewed as needing to be adapted to the modern information age. Reflecting this is the rise of the flipped or inverted classroom. The flipped classroom is an innovative pedagogical approach that focuses on learner-centered instruction. This report is to illustrate how the present researcher implemented the flipped classroom within 2 undergraduate academic English courses and to describe students’ perceptions of this approach. The purpose of this record is to share the researcher’s design of before, during, and after class activities and assessments based on the teaching objectives of the two courses. The majority of the 120 students completing the evaluation preferred the flipped method compared with traditional pedagogical strategies. The process described in the report was successful for both faculty and students.

**Jiang Yu** is Associate Professor, Nanjing University 2010 PhD, Nanjing University 2000 MA, Nanjing University.

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**A Comparison of Teacher Identities between Pre-service English Teachers and In-service English Teachers of Secondary Schools in China**

**Jianyang Wang**

This study compares the teacher identities of pre-service English teachers and in-service English teachers in China's secondary schools. Teacher identity is defined as “teachers’ perceptions of themselves as teachers and the teaching profession” and further divided into six aspects: self-evaluation, subject perception, task perception, emotions, relation perception and future projection. Employing a mix-method approach, this study recruited 70 pre-service teachers and 49 in-service teachers who completed a Likert-scale questionnaire. Five teachers from each group also participated in the follow-up semi-structured interviews. The findings of this study show that both
teacher groups perceive their teacher identity positively with regard to self-evaluation, relation perception and future projection, but it is difficult to conclude whether they perceive their teacher identity positively or negatively in terms of the remaining three aspects. The data suggest that differences in the teacher identities of the two teacher groups exist with respect to some aspects of teacher identity rather than every aspect. The leading factor underlying the observed differences tends to be the teachers’ different levels of teaching experience. Some implications for teacher education and teacher development in China are discussed and recommendations are provided for future research.

**Jianyang Wang**
1. 04/2015-present English Teacher in School of Foreign Languages, Central China Normal University
2. 09/2013-11/2014 Postgraduate Student at the Programme of MSc Educational Research in Moray House School of Education, the University of Edinburgh
3. 04/2011-06/2013 Part-time English Teacher in English Department, Luojia College, Wuhan University
4. 01/2010-08/2013 Part-time English Teacher in Wuhan New Oriental Training School
5. 09/2007-06/2011 Undergraduate Student in English Department, School of Foreign Languages, Central China Normal University

**Research-based Approach to English for Academic Purposes: Explorations and Experiences**

**Jianying Du**

Driven by the question of how far EAP teachers should go for the course to serve academic purposes, the study sets out to examine how students feel when a research-based approach stretches EAP beyond the linguistic realm. An English language teacher and 106 freshmen from four different disciplines participated in the pragmatic exploration. Findings reveal students' appreciation of the research-based EAP program. First, engaging in research activities encourages the use of English language skills in authentic academic interaction. Second, experiencing the research process highlights higher order thinking required for academic achievement. Third, student research spices up the EAP classes by involving subject information while diminishing linguistic privilege or prejudice.

Findings of the investigation suggest an EAP curriculum designed to foster language abilities as well as cognitive skills. First, EAP classes should encourage the use of English for academic purposes without sacrificing students’ interest in linguistic characteristics of EAP. Second, despite their limited content background, EAP teachers should work not only as a language instructor, but also as a research adviser. Third, considering the linguistic, cognitive and subject demand of research-based EAP, the teacher's personal and professional dedication is critical for an effective and attractive course of English for academic purposes.

**Dr. Jianying Du** is Associate Professor and Head of the Center of Foreign Language Teaching and Research, Huazhong University of Science and Technology. Her research interests are second language
acquisition theories and practice, and English for specific/academic purposes. She has written two books, one on content-based instruction in ESP and the other as an introductory handbook of second language acquisition theories. She teaches academic literacy to students on various levels at higher education in China.

Assessing the Role of Vocabulary Knowledge in EFL Learning

Jie Li

This study investigates the relationships among vocabulary breadth, depth of vocabulary knowledge and language learning outcomes in the Chinese EFL context. Three research questions were formulated. 1) What is the vocabulary size of the selected group of Chinese tertiary EFL learners? 2) How do scores on vocabulary breadth and depth of vocabulary knowledge correlate with each other? 3) How do vocabulary breadth and depth of vocabulary knowledge predict the Chinese EFL learners’ language learning outcomes? The participants consist of junior English major students in mainland China. The instruments include Vocabulary Levels Test (Schmitt et al, 2001) and Depth of vocabulary knowledge test (Qian & Schedl, 2004). The scores on the final test of the Advanced English course in the first semester of the students’ third academic year, including test items such as reading comprehension, translation and writing, were adopted as the measure of the language learning outcomes for the participants. The findings reveal that the Chinese EFL learners have reached 5,000-word level. However, they still need to improve their academic vocabulary. Vocabulary breadth and depth are significantly related to each other. Both vocabulary breadth and depth contributed to the language learning outcomes significantly, and their contributions to the language learning outcomes varied according to different test items. The educational implications of these findings for foreign language teaching, learning and testing are discussed, as are suggestions for future research.

Jie Li, PhD, is Associate Professor of the Department of English and Deputy Director of Second Language Acquisition Research Centre of Zhongnan University of Economics and Law, China. Her current research interests focus on second language reading, second language vocabulary acquisition and second language teacher education. Email: rosejiejie@gmail.com

The Relative Contribution of L1 Listening Comprehension Ability and L2 Language Proficiency to L2 Listening Comprehension

Jie Zhang

This thesis aims to explore the relative contributions of L1 ability and L2 proficiency to L2 listening comprehension. 87 participants are investigated in this study. Using Pearson Correlation analysis, the results show that the L1 (Chinese) listening ability is significantly correlated with L2 (English) listening (r=.48, p<0.001), and there is no significant correlation for the low-level students.
(r=.27, p>0.05) while significant correlation for the high-level students (r=.57, p<0.01). Simple regression analysis shows that L1 listening ability can explain 23% of the variance in L2 listening comprehension (p<0.001). Multiple regression analysis also demonstrates that both L1 listening ability and L2 proficiency are successful predictors of L2 listening comprehension for the full sample of participants (R2=.49, p<0.001; R2=.08, p<0.001) with L2 proficiency as a better predictor. Therefore, the present study confirms the existence of linguistic interdependence in languages form two different language families, suggesting that L1 and L2 listening ability are correlated with each other. Meanwhile, it also testifies the linguistic threshold hypothesis, emphasizing that the transfer of the L1 listening ability can only occur when L2 learners have attained a certain level of language proficiency. Research suggests that the influence of the L1 listening ability cannot be ignored in second language instruction, and different teaching methods should be applied for the L2 learners in accordance with their language proficiency.

Teaching Business English as a Lingua Franca: BELF in China
Jihong Wu

The globalization has witnessed the change of English in its forms and uses, and English is widely acknowledged as a lingua franca in international communication. The study of ELF has become a focus in linguistics, sociology and pedagogy. ELF teaching model, with its focus on intelligibility in communication, adaptability in pragmatic strategies and an awareness of multicultural setting in global lingua franca, will lend some inspiration to Business English teaching in China as it may bring a reflection on its goals, curriculum planning, teaching approaches and assessment. The recent research on BELF (business English as a lingua franca) has introduced the notion of BELF competence to facilitate professional communication in a globally business context, which carries some implications for teaching business English as a lingua franca. Business English teaching in China, a comparatively new but booming branch in EFL teaching, is problematic to some extent with its ENL-orientation. Enlightened by the current research on BELF, the author claims that in BELF teaching, it’s important to help students to be aware of different varieties of English and various discourse practices reflected in business world, to focus on the pragmatic communication aspects of language, and to see themselves as communicators with real jobs to perform and needs to fulfill. Meanwhile, the author proposes that strategy-oriented, task-oriented, and rapport-oriented teaching should be formulated as principles to prepare students for the changing role of English in business world.

Wu Jihong is PHD in Applied Linguistics and associate professor in Guangdong University of Foreign Studies. Her main academic interests include Lexicography, Applied Linguistics and Cognitive Linguistics. She has a full-length book and many journal articles published on learners dictionaries, collocations, metaphor studies. Her recent research focuses on ELF and BELF studies.
The Effect of Different Types of Corrective Feedback on Middle School Students’ English Writing Performance
Jihyeon Yang

Many studies have investigated error correction in English writing class to improve L2 accuracy. However, some researchers claim that error correction is not useful to spend time and energy in productive writing programs. This study examined whether there would be any difference according to types of teachers’ feedback (types of errors and types of error correction) in students’ writing performance. The data was collected from four middle school students of intermediate level enrolled in composition classes of a private institute in Korea. They were given form-based feedback in direct and indirect ways. The result of the research showed students’ errors decreased in the use of verbs, prepositions, and articles. Their overall writing accuracy was improved significantly when the teachers gave direct feedback. Although students felt difficult to find their errors when they were given indirect feedback, it had them get time to think their errors. In addition, it was very effective when the instructor gave oral and direct written feedback at the same time. Also, this paper examined the relationship between the complexity of grammar rules and the degree of explicit instruction. Since all grammar rules are not acquired in the same method, teachers have to treat learners’ errors in various forms in accordance with the nature of the targeted rules.

Changing Assessment Perceptions and Practices in Chinese College English Classrooms
Jiming Zhou

Assessment innovation has been on the educational agenda of many countries in recent years. In Chinese higher education, the move towards assessment for learning (AFL) is being positioned to enhance English language programs. Previous studies indicate the absence of the AFL practices in Chinese college English classrooms. However, the empirical question remains as to how tutors and undergraduates interpret and enact assessment change in their local context.

This study selects an information-rich case—a university which moved beyond the rhetorical engagement and actively engaged itself in a change towards AFL. Three tutors and eight groups of students (n=45) were interviewed at two different times over one academic year. Forty lessons were observed and audio-recorded. Data were analyzed following an inductive coding procedure adapted from the qualitative analysis protocols established by Miles and Huberman (1994).

Findings indicate perceptional gaps between the four tutors and their students with regard to the three process dimensions of the AFL principles, i.e. where the learner is going, where the learner is, and how to get there. The tutor-student disagreement on “where the learner is going” led to the relatively low degree of student engagement. Peer assessment was implemented in the form of peer grading in the first semester. In the second semester, students were encouraged to give peer feedback to inform their peers of “how to get there”, and they began to recognize the learning potential of peer assessment. Different patterns of communicating assessment criteria and giving feedback were also found.

This study unravels some tensions in the promotion of the AFL principles in Chinese higher
education. It carries practical implications for implementing AFL in culturally appropriate ways in
the non-western context. Theoretically, the findings suggest that tutor and student intentions and
practices of peer assessment anchor at different points along a continuum.

Jiming Zhou is a doctoral candidate in the Faculty of Education, University of Hong Kong. Her
dissertation examines assessment change in universities in China. Her research and publications focus on
using classroom assessment to enhance student learning.

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The Effect of Working Environment on College EFL Teachers’ Occupational Well-being: Taking
Universities in Wuhan, Hubei Province as an Example
  Jinfen Xu

Since the 1980s, classroom interaction has been an intensive inquiry in the field of linguistics
and has produced widespread and profound impact on second language education. Research has
found that interaction between native /non-native speakers, teacher/student, and learners of similar
language proficiency does facilitate second language development. However, these studies seem to
assume that all small groups/pairs behave in the same way or that the nature of group relation does
not affect learning outcomes. They ignore the fact that in face-to-face interactions, learners negotiate
not only the topic but also their relationship. Indeed, a number of researchers, in both L1 and L2
classrooms, have shown that simply assigning students to work in groups or pairs will not necessarily
create conditions conducive to learning. Since no final conclusion has yet been reached on matters
like what interaction patterns can be found in an intact Chinese English classroom, do learners’
interpersonal relationship, their motivation and goals, the external conditions (such as task type)
have impact on those patterns; do different interaction patterns result in different language learning
gains? Thus, this study applied microgenetic methodology to investigate patterns of classroom
small-group interaction in Chinese college English classrooms. In a 17-week observation, 84 non-
English major sophomores (21*4-student groups) have been investigated. Data collection has been
conducted for 9 times, totally 189 copies (21 groups * 3 task types * 3 times) were collected. After
transcribing and inputting the data into computer, 4 distinctive patterns of small-group interaction
in Chinese college English classrooms are distinguished in terms of equality and mutuality:
collaborative pattern, alternate pattern, dominant/passive pattern and expert/ novice pattern.

Moreover, the findings suggest that once formed, the patterns tend to be stable.

Jinfen Xu is Professor, Ph. D Supervisor, Vice Dean of the School of Foreign Languages, Huazhong
University of Science and Technology, China. Her main research interests are foreign language education,
SLA, teacher development and learner autonomy. Her articles on foreign language learner autonomy,
classroom interaction, and teacher development have appeared in System(SSCI) and in many key
academic journals(CSSCI) in China. She has had over 60 journal articles published home and abroad. Her
work also includes 4 books, 11 textbooks, and 18 research projects at both provincial and national levels.
Her professional associations are: Standing Director of the China National Association of EFL Writing
Teaching and Research, Standing Director of the Second Language Research Committee, China English
Patterns of Small-Group Interaction in Chinese College English Classrooms
Jinfen Xu

Since the 1980s, classroom interaction has been an intensive inquiry in the field of linguistics and has produced widespread and profound impact on second language education. Research has found that interaction between native / non-native speakers, teacher/student, and learners of similar language proficiency does facilitate second language development. However, these studies seem to assume that all small groups/pairs behave in the same way or that the nature of group relation does not affect learning outcomes. They ignore the fact that in face-to-face interactions, learners negotiate not only the topic but also their relationship. Indeed, a number of researchers, in both L1 and L2 classrooms, have shown that simply assigning students to work in groups or pairs will not necessarily create conditions conducive to learning. Since no final conclusion has yet been reached on matters like what interaction patterns can be found in an intact Chinese English classroom, do learners’ interpersonal relationship, their motivation and goals, the external conditions (such as task type) have impact on those patterns; do different interaction patterns result in different language learning gains? Thus, this study applied microgenetic methodology to investigate patterns of classroom small-group interaction in Chinese college English classrooms. In a 17-week observation, 84 non-English major sophomores (21*4-student groups) have been investigated. Data collection has been conducted for 9 times, totally 189 copies (21 groups * 3 task types * 3 times) were collected. After transcribing and inputting the data into computer, 4 distinctive patterns of small-group interaction in Chinese college English classrooms are distinguished in terms of equality and mutuality: collaborative pattern, alternate pattern, dominant/passive pattern and expert/ novice pattern. Moreover, the findings suggest that once formed, the patterns tend to be stable.

Jinfen XU is Professor, Ph. D Supervisor, Vice Dean of the School of Foreign Languages, Huazhong University of Science and Technology, one of the top ten universities in China, where she teaches College English for non-English-major undergraduates and graduate courses in English pedagogy and second language acquisition. Her main research interests are foreign language education, second language acquisition, teacher development and learner autonomy. Her articles on foreign language learner autonomy, classroom interaction, college English teaching reform and teacher development have appeared in many key academic journals in China. Her work also includes over 3 books, 11 textbooks, and 12 projects at both provincial and national levels. Her professional associations are: Standing Director of the China National Association of EFL Writing Teaching and Research, Director of the Second Language Research Committee, China English Language Education Association, and the chief editor of Foreign Language Teaching and Learning. Dr. Xu is the recipient of a number of awards in the university because of her outstanding performance both in teaching and academic research.
How to Motivate Second Language Learners in Active Learning?
Jing Zhao

Active engagement in learning is an important and desirable goal for second language learners. Can it really occur? How do teachers help students become actively involved in learning? In this presentation, three effective suggestions will be given to help teachers avoid a dull and lifeless class atmosphere. Giving a lecture is very much like serving a meal, so the first step is to serve appealing appetizers. Good academic icebreakers can always keep the language classroom fun and increase students' motivation in learning. As not many people enjoy sitting in chair listening to lectures; therefore, the second suggestion is to avoid lecturing through the class. The language classroom lends itself well to Howard Gardner's Multiple Intelligences theory, because students can use their eyes, ears and bodies and engage every neuron in learning the language, regardless of individual learning style. Finally, a clear and process-based evaluation system will definitely serve as a good trigger to activate students' passion in class work.

The Inspirations of Flipped Classroom to College English Teaching
Jing Zhou

Flipped classroom is a kind of new teaching organization form. Compared with traditional classroom, the flipped classroom has many advantages. In order to provide some references for realizing the innovation of educational model and enhancing students’ comprehensive abilities, the author proposed the specific application of flipped classroom in college English teaching and its problems existed in the practice.

An Analysis of Demotivating Factors in Vocational College English Learning
Jinghui Si

Demotivation is relatively new in the second language motivation studies. An increasing number of scholars have been studying main demotivating factors in the second language learning since the 1990s. In the researches conducted by Oxford (1998), Gorham (1992) and Christophel (1992), external influences, especially “teacher”, were found to be the main demotivating factors. Later, researchers concluded that besides external factors, internal factors like “lack of intrinsic motivation” could also lead to demotivation in the process of learning a second language (Kikuchi and Sakai, 2007). In China, the research on demotivation is still at its initial stage, simply introducing study background of demotivation abroad (Liu Honggang, 2009). Li Yanhui (2004), Zhang Zhe (2007), Liang Liang (2008), etc. have arrived at similar conclusions to researches abroad that “teacher” is a salient demotivating factor. Among most of the researches, students in elementary schools, middle schools and universities are usually chosen to be the subjects, but vocational college students, as a special
group in Chinese education system, are barely studied.

This thesis is designed to investigate the demotivating factors in English learning in Chinese vocational colleges. The study was carried out by quantitative approach. A total of 50 students from Henan Vocational and Technical College of Communications participated in this study and they were asked to complete a close-ended questionnaire on demotivation. Through a principal axis factor analysis, six demotivation factors were extracted: 1) Teachers’ competence and teaching styles. 2) Learning failures. 3) Inadequate facilities and learning context. 4) Inappropriate handling with learning materials. 5) Learning content. 6) Lack of intrinsic motivation. Based on the results of this study, tentative suggestions are put forward with an aim to shed more light on vocational college English teaching and minimize learner's demotivation.

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**Metadiscourse Use in Academic English Writing by Chinese Doctoral Students**

Jingjing Wang

A great number of studies establish that academic written texts embody writer-reader interaction. Studies of learner's corpora show the novice writers experience difficulties in expressing appropriate authorial stance and interact with their readers. This study reports an investigation of the use of metadiscourse in academic writing of Chinese doctoral students. The learner corpus in the present study is composed of term papers of Academic English Writing Course from science and engineering, to be specific, four disciplines: physics, chemistry, electronic engineering and material science and engineering. A compared corpus of published international journal articles from each discipline is compiled as the norm of the analysis. The findings reveal cross-community (novice writers and professional writers) and cross-discipline differences for the use of metadiscourse as well as for most subcategories. The results show the student writers’ characteristics and difficulties in using matadiscourse markers to signal their presence, guide the reader and interact with them in the unfolding text. Pedagogical implications and suggestions on L2 academic writing instructions are presented at the end of the research.

Jingjing Wang is Ph.D student of the Department of Foreign languages and literature, Tsinghua University. Research interest: academic English writing; discourse analysis; language pedagogy.

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**2-PP-817-10**

**The Teaching Research on Lexical Characteristics of Science and Engineering Students’ English Writing — a Corpus-based Case Study of NPU Engineering Students**

Jingxiu Wang

Writing ability is a symbol of learners’ knowledge, ability. Therefore, the exploration of learners’ writing is popular in academic fields. However, previous studies mainly focus on the discourse analysis, and methodology of writing. Few researches focus on lexical characteristics of science and engineering students, not to mention the further exploration of teaching on this aspect. Therefore,
the research uses corpus to analyze the lexical characteristics presented by science and engineering students and further explores the inspiration that the feature can bring towards writing teaching.

The research utilizes pigai website to collect 144 essays “Travelling Abroad” from some engineering schools from Northwestern Polytechnical University. The author selects the vocabulary with high frequency in pigai website and then put them into CLEC corpus to retrieve. Through the combination of quantitative and qualitative analysis, the research finds that the type-token ratio of NPU engineering students’ is 37.73% while that of CLEC corpus is 62%. Engineering students’ writings present limited productive vocabularies, repeated words and inaccurate choice of adjectives. After analyzing the reason that cause the problem, the research comes to the conclusion that in teaching process, teachers should emphasize the transformation from negative vocabulary to productive vocabulary and adopts data-driven learning model while reducing traditional “present-practice-produce” model.

Wang Jingxiu is a postgraduate student of Northwestern Polytechnical University (China). Her research interests include corpus linguistics, sociolinguistics and second language acquisition. She has published many academic journals in the past one year. She is now a leader member and contact person of many projects of NPU Corpus Linguistics Lab together with her supervisor Professor Tian Jianguo, the Dean of School of Foreign Languages in NPU.

The Controversy Around the Trend of College English in China, Which Is the Right Way?
Jingyan Cheng

English for general purpose (EGP) or for academic purpose (EAP), which one should be the trend of College English has become one of the most controversial issue in China. As to this debate, this paper first analyzes the defect with these opinions, then discusses the determining factor for college English is demand from nation, society and individual, not instrumentalism or humanistic theory. That means it is impossible to decide the trend for different learners in different majors of different universities because of our complicated context. Consequently, it does not make sense to argue for EGP or EAP. Then this paper brings forward the principles to design College English under the demand of nation, society and individual.

Patterns of Small-Group Interaction in Chinese College English Classrooms
Jinnan Kou

Since the 1980s, classroom interaction has been an intensive inquiry in the field of linguistics and has produced widespread and profound impact on second language education. Research has found that interaction between native /non-native speakers, teacher/student, and learners of similar language proficiency does facilitate second language development. However, these studies seem to assume that all small groups/pairs behave in the same way or that the nature of group relation does
not affect learning outcomes. They ignore the fact that in face-to-face interactions, learners negotiate not only the topic but also their relationship. Indeed, a number of researchers, in both L1 and L2 classrooms, have shown that simply assigning students to work in groups or pairs will not necessarily create conditions conducive to learning. Since no final conclusion has yet been reached on matters like what interaction patterns can be found in an intact Chinese English classroom, do learners’ interpersonal relationship, their motivation and goals, the external conditions (such as task type) have impact on those patterns; do different interaction patterns result in different language learning gains? Thus, this study applied microgenetic methodology to investigate patterns of classroom small-group interaction in Chinese college English classrooms. In a 17-week observation, 84 non-English major sophomores (21*4-student groups) have been investigated. Data collection has been conducted for 9 times, totally 189 copies (21 groups * 3 task types * 3 times) were collected. After transcribing and inputting the data into computer, 4 distinctive patterns of small-group interaction in Chinese college English classrooms are distinguished in terms of equality and mutuality: collaborative pattern, alternate pattern, dominant/passive pattern and expert/ novice pattern. Moreover, the findings suggest that once formed, the patterns tend to be stable.

Jinnan Kou is lecturer in Dalian University of Technology. Her research interests include foreign language education, and SLA.

1-S-801-6

The Application of Structural Equation Modeling in Foreign Language Research: Current Situation and Reflections
Jinsong Fan

Recent years have seen the increasingly extensive application of Structural Equation Modeling (SEM) in foreign language research. However, no systematic study has ever been conducted to examine whether the application of the SEM in foreign language research in China conforms to good SEM practices, as illustrated widely in the SEM literature (e.g. Byrne, 2010; Kline, 2005; Kunnan, 1998). To fill this research gap, this present study investigated the current situation of SEM application through collecting 40 SEM-related research papers published in top-tier foreign language journals in China. A coding scheme was developed to facilitate the analysis of the collected articles. Content analysis was first of all conducted to categorize these articles in the three broad domains of second language acquisition, language testing, and language teaching. Descriptive and frequency statistics as well as cross-tabulations were performed to investigate the application of SEM in terms of sample size, normality check, missing data treatment, parameter estimation, etc. The findings indicate that despite the rapid increase of SEM application in foreign language research, most articles were in the domain of second language acquisition. The SEM practices were generally sound in such areas as sample size and model fit index. However, this study also identified some problematic areas with respect to SEM application such as data normality check, parameter estimation methods, missing data treatment, and the report of model fit indexes such as SRMR and RMSEA. This study has important implications for SEM application in China’s foreign language research in the future. Given the findings of this study, it is suggested that multi-sample SEM analysis and latent growth models
can be attempted in future studies. In addition, other statistical approaches such as Generalizability theory and Rasch modeling can be used in combination with SEM.

**Dr. Jinsong Fan** is Associate Professor in Applied Linguistics and Associate Director of Language Testing Center at School of Foreign Languages and Literatures, Fudan University. Dr. Fan obtained his Ph.D. degree from a joint program between Shanghai Jiaotong University and the University of Warwick in 2011. His research interests include language testing and assessment, research methodology, and foreign language teaching and learning.

**Influence of Noticing and Reactive Grammar Instruction on Korean EFL Learners’ Uptake**

**Jin-Young Song**

Noticing has been known as an important facilitator for language learning, but it was claimed that noticing was not a sufficient factor for Korean EFL learners’ uptake (Baek, Song, & Lee, 2012). The present study adapted research design of the previous study and examined if reactive grammar instruction could optimize the effect of noticing. In order to do so, this study investigated frequent errors of EFL middle school learners’ during writing production and the influence of noticing process and reactive grammar instruction on the learners’ uptake. 18 second grade middle school students whose English proficiency was intermediate-high were divided into three groups in a random manner. After the first writing composition, a group (Group C) had the comparison stage in which they compared their original writing and the reformulated version. Another group (Group I) got a reactive grammar instruction while the other group (Group IC) had both of stages. All of the three groups revised their original writing in the next stage. To examine the learners’ cognitive process during the comparison and the revision, think-aloud protocols were analyzed. The findings showed that Group IC was better on the uptake than the other two groups while no big differences were found amongst Groups I and C. It implicates that the mixture of comparison session and a reactive grammar instruction influenced on the learners’ uptake; but when they were provided separately, any of those showed stronger influence than the other. The research concludes that EFL learners can benefit from having chances of noticing the gap and getting focused grammar instruction that assists the learners’ noticing.

**Jin-Young Song** is a doctoral student of Chung-Ang University in Seoul, South Korea. I received my MA degree in the second language acquisition from Chung-Ang University. Working on my MA and doctoral degree, I have been working as a middle school English teacher for six years. Korean public middle school has been my main research site. My research interests are EFL learners’ second language acquisition, task designs, task effects, performance assessment in classroom, and EFL learners’ L2 self and motivation.
The Process of Change to Students' Anxiety, Self-Efficacy and Self-Regulation Throughout Genre-based Writing Instruction

Jiwon Han

This study aims to explore the process of change to students’ anxiety, self-efficacy and self-regulation throughout genre-based writing instruction and examine what components affect the process of change. Writing in target language requires a great deal of concentration and determination especially to EFL students. Although researches on an effective writing instruction for EFL students have been extensively conducted, there has been lack of attention to students’ general dispositions concerning individual differences and the process of changes in those dispositions in writing class.

For this study, 70 Korean students in the 1st year of middle school have the genre-based writing instruction for 7 weeks. The procedures of this study are as follows: (1) identifying student types and representatives of each type, (2) collecting in-depth data about processes of change to students’ anxiety, self-efficacy and self-regulation during the writing instruction and (3) identifying the processes of change and what components have an effect on the processes.

In the first phase of the study, questionnaires are administered to all students to identify student types. Based on the results of the survey, 2 or 3 representatives of each type are chosen. In the second phase, 3 kinds of instruments such as questionnaire, interview and everyday journal are used. In the third phase, the collected data is analyzed through mixed-methods to identify not only the process of change to students’ anxiety, self-efficacy and self-regulation throughout instruction also what components have an effect on the processes.

Focusing on the complex dynamic systems of EFL students in writing class, the findings of this study suggest that teachers need to pay attention to the process of change to individual variables such as anxiety, self-efficacy and self-regulation and provide an appropriate and effective writing instruction to students considering their learning context.

EDUCATION
September, 2014-present International Graduate School of English, Seoul, South Korea
(Department of English Language Teaching Major)/
January-February 2015
The 109th Workshop for Asian-Pacific Teachers of English
(Grad) (at University of Hawaii at Manoa)/
2004-february, 2007 Sookmyung Women’s University Graduate School of TESOL, Seoul, South Korea
(Master degree in TESOL Major)/
March 1999-August 2003 Sookmyung Women’s University, Seoul, South Korea
(B.A in English Language and Literature)/
WORK EXPERIENCE
2009-pressnet Ilsandong High School, Gyeonggi-do, South Korea/
2004-2008 Shilil Information High School, Gyeonggi-do, South Korea
The Effects of Self-determination Learning Model of Instruction (SDLMI) on the Use of Self-regulated Learning Strategies and English Literacy Abilities for English Underachievers

Jiyoung Bae

The purpose of this study was to investigate the effects of Self-Determination Learning Model of Instruction (SDLMI) on the English literacy abilities including fluency, vocabulary knowledge, and reading comprehension for English underachievers in elementary classroom. Multiple baseline design across subjects were established in four English underachievers. During intervention period, self-regulated learning strategies were antecedent cue regulation, self-instruction, self-questioning, and self-monitoring strategies and maintained the use of those strategic behavior. Using the SDLMI, the students set their goals, developed action plans, implemented and adjusted their plans, and evaluated their progress. The entire study took 12 weeks to complete as a format of as one-on-one instruction, and each intervention session ranged from 20 to 30 minutes.

The results indicated that all four students in this study achieved and maintained self-selected goals to mastery levels. All four students showed positive changes during the generalization period in the use of self-regulated learning strategies. In addition, Three out of the four students reached the goal which they set themselves for English literacy achievement, including fluency and vocabulary knowledge.

Jiyoung Bae is an assistant professor at Kongju National University, South Korea. She earned her Ph.D. in English Education (TESL) at the University of Kansas. Her research interests include English literacy education, literature-based instruction, curriculum development, and intercultural awareness.

Can Standardized Test Evaluate the Students' Real Ability Including a Grammar?
If It Cannot, Let's Share the Test Formats

JiYoung Jung

Noticing has been known as an important facilitator for language learning, but it was claimed that noticing was not a sufficient factor for Korean EFL learners’ uptake (Baek, Song, & Lee, 2012). The present study adapted research design of the previous study and examined if reactive grammar instruction could optimize the effect of noticing. In order to do so, this study investigated frequent errors of EFL middle school learners’ during writing production and the influence of noticing process and reactive grammar instruction on the learners’ uptake. 18 second grade middle school students whose English proficiency was intermediate-high were divided into three groups in a random manner. After the first writing composition, a group (Group C) had the comparison stage in which they compared their original writing and the reformulated version. Another group (Group I) got a reactive grammar instruction while the other group (Group IC) had both of stages. All of the three groups revised their original writing in the next stage. To examine the learners’ cognitive process during the comparison and the revision, think-aloud protocols were analyzed. The findings showed that Group IC was better on the uptake than the other two groups while no big differences were
found amongst Groups I and C. It implicates that the mixture of comparison session and a reactive grammar instruction influenced on the learners’ uptake; but when they were provided separately, any of those showed stronger influence than the other. The research concludes that EFL learners can benefit from having chances of noticing the gap and getting focused grammar instruction that assists the learners’ noticing.

JiYoung Jung is a doctoral student of Chung-Ang University in Seoul, South Korea. I received my MA degree in the second language acquisition from Chung-Ang University. Working on my MA and doctoral degree, I have been working as a middle school English teacher for six years. Korean public middle school has been my main research site. My research interests are EFL learners’ second language acquisition, task designs, task effects, performance assessment in classroom, and EFL learners’ L2 self and motivation.

2-PP-822-9

The Effect of Task Complexity on L2 Learners’ Speaking Performance and the Relationship between Working Memory and Task Performance

Joo-eun Hyun

The purpose of this study is to investigate the Cognition Hypothesis (Robinson, 2011) and the relationship between task complexity and working memory on L2 learners’ speaking performance. The evidence for the Cognitive Hypothesis (Robinson, 2011) has been inconclusive and is needed to be investigated more. Furthermore, the relationship between individual difference as working memory and task performance is under-researched areas. With this background, the research questions are (1) Does task complexity affect L2 learners’ speaking performance? (2) Does working memory have relationship with speaking performance? and (3) Is there interaction between task complexity and working memory? A total of twenty Korean adults from 25 to 35 years of age participated in the study, whose English proficiency was advanced level. To examine the effect of task complexity, two picture descriptions modified by [+/- here and now] dimension were used. And working memory was measured by L1 version of reading span task (Daneman & Carpenter, 1980). The result showed that there was no significant difference in speaking performance between simple task and complex task, which is not in accordance with Cognition Hypothesis (Robinson, 2011). It might be explained that English proficiency has stronger effect on speaking performance than working memory. According to correlation result, working memory recall score and composite score were found to be related with accuracy of speaking performance only on the complex task. It indicates that storage component of working memory involves in performing there-and-then task accurately. In addition to, this result also refers that L2 working memory operates on cognitively complex task, not easy one. It suggests that working memory might take a role to compensate for high cognitive demands in performing complex task. In conclusion, it implicates that working memory should be considered as an important individual difference which involves performing complex tasks more accurately.
Incorporating Korean Culture into a Korean University English Presentation Course
Joo-Kyung Park

Recently, Korean universities have been demanded by Korean government and society to reform their structure, programs, and curriculum, focusing on occupational education or development more than academic education and research. The employment rate of the university graduates is one of the most crucial criteria for university evaluation and is open to the public every year. It affects the university's reputation and competitiveness.

Departments under College of Humanities in many Korean universities have faced a great challenge and gone through lots of changes voluntarily and forcibly. Department of English Language and Literature is one of them. Some have changed their names to sound more attractive to the students and parents, moved to College of International Studies or Business Administration, been merged with some business-related departments or programs, or even been completely shut down. Those who maintain their original name also included a number of courses to the curriculum in order to help students to qualify job requirements, such as TOEIC, Business English, and English Presentation Skill.

The purpose of this study is to examine the effects of incorporating Korean culture into English Presentation course offered at a Korean university in Gwangju, Korea. It was hoped that the students acquire English presentation skill along with Korean-English comparative cultural understanding, which can be part of their future career development in the field of cultural industries. Nine students participated in “English Presentation” course taught for 15 weeks in the fall semester, 2014. The course contents included understanding English as an international language and culture, Korean culture as main resource, and making a good presentation in English. It was found out that using Korean culture as main resource and presenting it in English had a positive effect on students’ English ability, presentation skill, confidence and pride in their own Korean identity. (296)

Joo-Kyung Park received her Ph.D. in Curriculum and Instruction, specializing in ESL/EFL/Bilingual Education from Texas A&M University, USA. Her professional interests include teacher education, speech/ pronunciation, critical pedagogy, World Englishes, and intercultural communication. Currently, she is professor of Dept. of English Language and Literature, Honam University and also serves as President of ALAK and Conference Executive Director of Asia TEFL. Email: joo@honam.ac.kr
Development and Validation of an AI Based Courseware for Teaching English Communicative Skills
Jose B. Tan Jr.

This paper developed and validated an AI based courseware for teaching English communicative skills. A need assessment was conducted to determine the content to create an AI based courseware. A draft of the courseware was developed and subjected to evaluation. IT experts, English Language teachers and students participated in the validation of the system. Survey questionnaires, pretest, post test and evaluation instrument were used in gathering information. Results showed that the target learners' communicative needs assessment is important basis for the creation of an AI based Courseware for teaching English communicative skills, the needs concerned on grammar, pronunciation, vocabulary, spelling. The designed syllabus considered lessons and activities which aim to address the identified needs of the target learners. The AI-based Courseware, as an instructional material in teaching English communicative skills is helpful, real, relevant, accurate, useful, measurable, provocative, authenticate, flexible, and well-defined. Furthermore, interactive learning module material is attractive in terms of drawing, font size, layouting, color and sounds.

The AI-based courseware contains a variety of teaching strategies and styles which made it user-friendly, functionally suitable and secure, perform efficiently, maintainable and portable; and compatible and reliable. Moreover, this interactive module stimulates learner's interest, relates to the past experiences of the learners, enhances the learner's knowledge skills and attitude, improves the learner's understanding of the lessons. The pretest and posttest indicate that students improved their scores through the interactive module. With this, the proponents concluded that the system is feasible for implementation.

Addressing the Business of Vocabulary Acquisition: a Comparison of Strategies for Teaching Key Business English Lexis to Underachieving Chinese Undergraduate Learners
Joseph Davies

A fundamental element of Second Language Learning is the acquisition of lexis, and many strategies have been proposed within ELT literature. However, the literature is bereft of empirical data supporting what strategies best facilitate the learning of key Business English lexis for underachieving learners. Therefore, 30 underachieving, second year Chinese undergraduate Business English students preparing to study abroad in the UK in their third year were selected for the study. The research focused on a six week Business English lexis acquisition course centered around Nelson's corpus informed top 100 Business English lexis with each session adopting a distinctly different approach to teaching lexis. Results were obtained using pre and post vocabulary tests for each session and via comparison of pre and post test score increases across approaches. A one-way analysis of variance indicated that there was a significant difference between pre and post vocabulary test score increases amongst the Reading (M = 5.95, SD = 4.53), Pictures (M = 3.27, SD = 2.89), Video (M = 2.69, SD = 1.67), TBLT (M = 2.17, SD = 1.9) and PPP (M = 3.62, SD = 3.13) Approaches.
respectively F (4, 121) = 5.34, p<0.001. Post hoc Tukey tests demonstrated that the results from the Reading Approach were significantly higher than those of the Pictures (p<0.05), Video (p<0.01) and TBLT (p<0.001). Results contradicted initial needs analysis findings as the lexical learning strategies students reportedly enjoyed were not the most successful. This has potential implications when trying to motivate underachieving learners and emphasises the ambiguous task of distinguishing between what students may want and what they actually need to become successful language learners. As it is challenging to make inferences beyond the sample, it is recommended that more empirical research focuses on the lexical acquisition of underachieving learners.

Joseph Davies is China Business Development Lead for The University of Central Lancashire’s School of Journalism Language and Communication and teaches on their franchised BA(hons) English for International Business Programme in Shanghai. His research interests include L2 classroom participation, L2 willingness to communicate and international student pre-departure support.

1-PP-807-12

Using Mobile Instant Messaging Tool in College Spoken-English Teaching
Ju Wen

This paper explores into the possibilities of using a Chinese-born mobile instant messaging tool – WeChat, to help improve college students’ spoken-English learning experience in China, where English is the most important foreign language to be acquired in schools of all levels. With a brief introduction to WeChat, the author then investigate students’ information literacy which includes ownership of mobile devices, usage of cell phones, familiarity with WeChat and acceptance of interactive language learning tools. With experiments designed to examine the possible and practical applications of WeChat in oral English teaching, and as the result reveals, the author reaches a conclusion that WeChat can help to improve language teaching in the way where individual supervision is achieved and therefore enhance relationship between students and teachers.

Ju Wen is an Associate Professor at Jincheng College of Sichuan University where he directs the Dept. of College English Language Teaching & Research. He has published course books and papers on instructional technology, CALL, college English teaching, language assessment and curriculum design. He can be reached via his email: ucet@qq.com.

3-PP-816-11

Writing Feedback: The Benefit of Conferences
Ju Youn Sim

This article investigates how one-on-one writing conferences benefit L2 writers in terms of students’ writing performance and their motivational thought process at tertiary level. This longitudinal study employed a qualitative data approach derived from mixed-method study involving pre- and post-survey questionnaires, writing drafts and interviews. Overall, the findings
suggest that teacher feedback helped: (i) to build up teacher-student mentorship through collaborative interaction; (ii) to improve students’ writing performance with supportive feedback; and (iii) to increase students’ motivation and confidence, finally leading them to new learning goals. The analysis also points out the negative aspects of teacher feedback from conference sessions. Negative feedback without appending positive comments might undermine students’ autonomous learning and too many teacher comments were identified as demotivating factors, possibly leading learners to be over-reliant on teacher feedback. Some important implications of this study of writing feedback are discussed to highlight how the potential impact of teacher feedback could be optimized: teacher feedback should be used as a tool to increase student motivation, engagement, and interest. Furthermore, teacher should encourage students to have a strong sense of responsibility for their own writing.

Ju Youn Sim  
EdD in Applied Linguistics and English Language Teaching at Warwick University, England  
Teacher trainer  
Instructor in Korea National University of Cultural Heritage

Washback Effects of the Grammar and Vocabulary Subtest of TEM 4  
Juan Li  

It is generally believed that language testing has complicated washback effects on the test stakeholders. Since the 1980s there has been an increasing awareness of the washback phenomenon and an upsurge in the discussion of test effects. Many researchers have done studies on the washback effects of such large-scale English tests as TOEFL, IELTS, NMET, and CET, while little attention has been paid to TEM (Testing for English Majors). The present study aims to explore the washback effects of grammar and vocabulary subtest of TEM 4 which is considered as one of the most difficult parts in TEM 4. Questionnaires and in-depth interviews were used on nearly 300 students in 5 universities of different levels and 48 teachers of different backgrounds in nearly 30 universities across China. This study reported the following findings. Firstly, the grammar and vocabulary subtest of TEM 4 had some washback effects on grammar and vocabulary learning and teaching. And most students and teachers reported that the beneficial washback effects outweighed the negative washback effects. Secondly, the subtest had washback effects on students’ and teachers’ grammar and vocabulary learning/teaching goals, content, approaches, interest and motivation. It made the grammar and vocabulary learning and teaching become more test-oriented. Thirdly, the subtest had different washback effects on the participants of different backgrounds. It exerted stronger beneficial washback effects on students and teachers from non-key universities than those from key universities. The washback effects on young teachers were also stronger than the effects on experienced teachers. Fourthly, according to the participants, the content and format of this subtest need modification. The findings have certain implications for improving the design of the grammar and vocabulary part of TEM 4, and facilitating its positive washback effects.
LI Juan graduated from Beijing Normal University as a MA student and is currently working as a lecturer in the Depart of Foreign Languages in Beijing Sport University. She mainly teaches the courses of English writing and comprehensive English. Her research interests cover the areas of language testing and evaluation, corpus linguistics, English for specific purposes, etc. So far she has published several articles in those areas in domestic journals.

Efficacy of Scaffolding in Project Report Writing
Julan Feng

In Project-based Language Learning (PBLL), it seems an impossible task for Chinese freshman students to finish an about 3000 words’ quasi-academic project report writing in which students will pose the research questions, review the literature, collect and analyze the data, and discuss the research findings. Therefore, the provision of sufficient teachers’ and peers’ support is necessary to help students turn the impossible task into a possible one. Based on scaffolding theory which means the support given during the learning process that enables students to solve a problem or carry out a task which would be beyond his unassisted efforts (Sawyer, 2006; Wood 1988), this study is conducted to explore the efficacy of different types of scaffolding in project report writing by taking the freshman students in Chongqing University for example, with the intention of answering the research questions: What are the most effective scaffolding strategies? Whether or not do different scaffolding strategies have different efficiency to different groups of students? Through questionnaire delivery, interview, students’ and teachers’ diaries, and classroom observation, by examining the efficiency of such scaffolding strategies like breaking down a complex task, modeling, explaining, worked example, tutoring, feedback, discussion, teamwork, peer-assistance, and so on, this study hopes to provide enlightening ideas to facilitate teachers’ and students’ teaching and learning in PBLL writing.

Julan Feng is the associate professor in College of Foreign Languages and Cultures, Chongqing University. She worked as a visiting scholar to Hong Kong University, Missouri University at Columbia, and University of Florida in the US. She has been teaching English majors and non-English major various courses like College English, Comprehensive English, Comparison of Chinese and American Culture etc. Her research interest covers EFL teaching methodology, and language testing. Recent years, she has published 6 pieces of paper, 1 dictionary, 2 textbooks as chief editor, and is working on the other 2 textbooks. She has participated in 10 projects funded by provincial-level institutions.

The Effect of Learning English Coordinate Conjunction Word on Chinese
Jun Huang

The relationship between first language (L1) and second language (L2) is the key issue in the field of Second Language Acquisition (SLA). Until now, the literature has shown that we have extensively studied the effect of L1 on the L2. Until now, researchers have studied and tested the hypothesis
that L1 is influenced by the L2 or called “reverse transfer” or “backward transfer”. In this study, we conduct an experiment among Chinese learners of English on their grammatical judgments of the coordinate conjunction word in their native language and indicate whether the wrong judgments are the result of the reverse transfer or not? Is there a relationship between L2 proficiency levels and reverse transfer? And how is the relationship?

We also want to get two important findings: one is that as the proficiency level becoming higher and higher, the degree of the effect by the L2 on the L1 will be less and less, and another is that the great distance between the L2 English proficiency levels, there will be more great significance.

2-PO-8F-16

Implementing Flipped Classroom for English Class to Develop 21st Century Skills
Jung Na Kim

In Project-based Language Learning (PBLL), it seems an impossible task for Chinese freshman students to finish an about 3000 words’ quasi-academic project report writing in which students will pose the research questions, review the literature, collect and analyze the data, and discuss the research findings. Therefore, the provision of sufficient teachers’ and peers’ support is necessary to help students turn the impossible task into a possible one. Based on scaffolding theory which means the support given during the learning process that enables students to solve a problem or carry out a task which would be beyond his unassisted efforts (Sawyer, 2006; Wood 1988), this study is conducted to explore the efficacy of different types of scaffolding in project report writing by taking the freshman students in Chongqing University for example, with the intention of answering the research questions: What are the most effective scaffolding strategies? Whether or not do different scaffolding strategies have different efficiency to different groups of students? Through questionnaire delivery, interview, students’ and teachers’ diaries, and classroom observation, by examining the efficiency of such scaffolding strategies like breaking down a complex task, modeling, explaining, worked example, tutoring, feedback, discussion, teamwork, peer-assistance, and so on, this study hopes to provide enlightening ideas to facilitate teachers’ and students’ teaching and learning in PBLL writing.

3-PP-802-11

Codified Korean English in Secondary School Textbooks: Levels of Awareness by Writers, Teachers and Learners
Jung-A Lina Seo

The present study aims to provide data on three facets of English education in Korea involving secondary school textbooks: the linguistic features of Korean English that is peculiar to the pedagogical norm in Korea, the coverage of worldwide culture as the content, and the level of awareness towards WEs and the pluricentricity of English shared among the main users of the materials, namely the teachers and learners. Based on the empirical investigation into Korea's current English teaching practice via triangulation of a careful examination on 18 secondary school textbooks in use, observations on two native English-speakers’ classes, and a survey of 232 Korean
secondary school students, the results show that there exists a discrepancy between the actual norm of textbook English in Korea and American English, which is perceived to be promulgated by Koreans in general. Moreover, although Korean learners were found to be having a positive attitude to the concept of WEs and the pluricentricity, they were applying a double standard to KE, due to other factors such as Korea’s unique English learning context, the characteristics of the learning materials in use, personal negative learning experiences and teachers’ perspectives to the issue. The findings suggest that the National Curriculum and the current pedagogical practice might in effect facilitate the divergence of KE from the inner-circle norms, further contributing to the prospect of solidifying the features of KE to codification.

Lina has been teaching in the public sector in Korea at both the primary and secondary level for over five years, and the range of her students has expanded to adult learners over the past few years. She holds an MA in ELT materials development, and has been engaged in projects as either a writer or an editor. She’s a CELTA qualified teacher and her areas of EFL experience include language assessment as a Cambridge English Assessor. Her research interests include World Englishes, curriculum design in compulsory education, teacher training and development, and language testing.

Directions for English Textbook Development in Korea: a Seminal Study
Jungmi Ji

This study examined the extent to which language skills are integrated in the activities of Middle School English textbooks in Korea and also identified the characteristics of both well-integrated and ineffectively-integrated activities. Another purpose is to investigate the extent to which the textbooks conform to the goals and achievement standards outlined in the 2009 revised version of the National Curriculum. Using a qualitative approach based on the data of the language learning activities in five textbooks, the researchers classified four language skills parts into three categories: patterns of skills integration, the most frequent patterns in the activities, and the structure of the activities. Then to ensure the reliability of the analysis, two co-raters were asked to classify the selected activities into two groups; well-integrated and less well-integrated activities randomly selected from the 93 activities.

The results showed that there were varied types of integration patterns in the textbooks in terms of the number of skills integrated; two skills integration was most frequent while one-skill activities were lowest in frequency in the Reading sections. As for the most frequent patterns in each language section, the Listening and the Speaking sections have more various integrated patterns compared to those in the Reading and Writing sections. As for well-integrated activities, there were diverse language skills integration, gradual linkage within tasks, and the use of more group work than individual or pair work. However, in less well-integrated activities, there was a lack of including diverse language skills as well as of a diverse grouping strategy.

Finally, based on the results, activities in the Reading and Writing sections need to be developed in a better and more diverse integrated pattern. Second, one skill activities should be integrated with other skills for group work to induce learner interaction. Lastly, the less well-integrated activities
could be improved by providing better linkages within tasks.

Jungmi Ji finished her MA in English teaching at Kyung Hee University in Korea and is continuing her doctoral work at the same university. She majored in educational technology at Hanyang Cyber University and also studied abroad at Sheridan College and OCAD in Canada. She has taught different levels of learners and has also run English private institutes in Korea for years. She is currently interested in intensive and extensive reading for EFL learners.

A Study of the Underlying Sources and Factors of Teachers’ Pedagogical Cognition: an Investigation of English Teachers’ Understandings of Providing Oral Corrective Feedback in China

Junjie Wu

Studies of teacher cognition (or beliefs, perceptions and attitudes are used interchangeably in this dissertation) about language pedagogy have been increasing in recent years, however, this research area is under-researched in the Chinese context. This study explores the underlying factors and sources of teachers’ cognition about the provision of oral corrective feedback (CF) in class. More specifically, it investigates: (1) Chinese language teachers’ cognition about the provision of oral CF by comparing teachers with different years of teaching experience; and (2) the underlying factors and sources that affect these teachers’ pedagogical cognition. Thirty-six teachers were invited to fill in a questionnaire. They were divided into three groups according to their years of teaching experience. Then, three teachers from each group were interviewed. The interviews were used to elicit in-depth information about the underlying sources and the influencing factors of their pedagogical beliefs. Results show that there are differences among the three groups of teachers, who have different years of teaching experience. Underlying reasons for the differences are further revealed. First, core and peripheral sources, which teacher cognition originate from, are found and discussed. Second, contextual factors such as classroom time and English proficiency of students are unveiled. They mediate between teacher cognition and classroom practice. Based on the findings, implications and areas for further research are discussed.

WU Junjie is a teacher at the School of Foreign Languages, Jiangsu Second Normal University. He recently graduated from City University of Hong Kong with distinction. He received his bachelor’s and master’s degrees in the field of English language education. He is a member of Asia TEFL and Hong Kong Association for Applied Linguistics. His research interests include English teaching pedagogy, technology-enhanced English lessons, and teacher education. He has published two papers on two Chinese provincial level journals.
Enhancing Adaptability of Project-based Learning in EFL Classrooms: a Case Study in a Chinese English Major Undergraduate Program

Junlan Pan

The implementation of Project-based Learning (PBL) in language teaching and learning is plausible in the past three decades. Researchers assume that this approach is effective in teaching language and subject matter content, with simultaneous development of learners’ communicative and social skills. It was observed, from the practice of this approach in an English Major undergraduate program in China, that students’ perceptions on their learning gains were more reflected on their ability in self-directed inquiry learning and their communicative and social skills, rather than their gains in language competence. Therefore, a case study was conducted, employing combined research methods including a delayed semi-structured survey and qualitative analysis using data collected from students’ project diaries and reflections, social network blogs, classroom videos and delayed interviews to students and their instructors. This paper discusses the advantages and drawbacks of adopting PBL in EFL classrooms, focusing on concerns on, in particular, whether PBL can be applied to EFL classrooms without compromising the core requirement of language learning. It proposes a hybrid model of PBL, with curriculum and syllabus designed accordingly, teachers’ conceptual and administrative preparations, and a holistic and formative assessment measure accountable for students’ learning outcomes. This hybrid model is supposed to enhance the adaptability of PBL in EFL classrooms by maximizing its merits and avoiding being simply a practice of adding novelty into language learning.

Junlan Pan is an English lecturer at the School of Foreign Languages and Cultures, Chongqing University. Her research interests are the impact of language pedagogical practice on EFL learners’ learning outcomes, and the assessment of the change of learners’ language and critical thinking skills. She conducts her research within the context of implementing Project-based Learning in English major students’ curriculum. Since 2010, she has been granted with three research funds, including one from Humanities & Social Sciences Program of the Ministry of Education of China.

The Effect of Project-based Learning on English Major Students' Academic Writing — a Metadiscourse Analysis

Junlan Pan

Project-based Learning (PBL) is supposed to have a positive effect on students’ academic writing. Present relevant studies lack in observing its effect on students’ academic writing. It has been widely accepted and acknowledged by researchers that metadiscourse helps to enhance interaction, readability and construct reader-writer relationship in discourse. It is of great importance in academic writing as it reflects writers’ ability of recognizing and following the proper practice of certain academic community, and it has been adopted in conducting various academic writing studies. Therefore, by referring to Hyland’s previous research results of metadiscourse
use in international journal, we use text analysis to count the number and categorize the type of metadiscourse in control and experiment group research articles written by English major sophomore students based on Hyland’s model, in which experiment group has one-year PBL class while control group does not. Results show that research articles written by both groups differ from that of international journal significantly, which manifests that both groups fail to follow the practice of academic community as for metadiscourse use. However, experiment group’s metadiscourse use presents comparatively similar trend with that of international journal, especially in sub-types like transition, frame, hedge, attitude and engagement, which are significantly different from control group. Therefore, we tend to believe that PBL has a positive effect on helping students follow and recognize academic community practice, hence, academic writing.

Junlan Pan is an English lecturer at the School of Foreign Languages and Cultures, Chongqing University. She received her MA degree in TESOL from The University of York, UK. Her research interests are the impact of language pedagogical practice on EFL learners’ learning outcomes, and the assessment of the change of learners’ language and critical thinking skills. She conducts her research within the context of implementing project-based learning in English major students’ curriculum. Since 2010, she has been granted with three research funds, including one from Humanities & Social Sciences Program of the Ministry of Education in China.

“More Skills, Less Language? ” — English Major Students’ Perspectives with Learning Gains in Project-based Learning in Chinese EFL Classrooms

Junlan Pan

Project-based Learning (PBL) has been gaining attentions in second and foreign language education as an approach of teaching language and subject matter content, with simultaneous development of learners’ communicative and social skills. Though practice and research revealed an increasing interest of this teaching and learning method in the past decade, rarely has empirical research presented students’ perspectives with PBL. This research was based on a 7-month implementation of this approach in a core course of English Major undergraduate program in a Chinese university. It sought to explore how students viewed their learning in using this approach. A combined research design was employed, with a delayed semi-structured survey and qualitative data collected from students’ project diaries and reflections, social network blogs, classroom video, and delayed interviews. Findings are generated from the data: (1) PBL may alter students’ beliefs in EFL learning, which carry a more comprehensive meaning and benefit them in a way that instructional design may not predict before. (2) Students’ gains are more reflected on their ability in self-directed inquiry learning and their communicative and social skills, rather than their gains on language knowledge and competence. (3) Students resolved their ambivalence about their gains in the process of PBL, and valued the positive impact of this approach on their commitment to academic inquiries and social awareness, while still recognized certain literacy practice of the target language as a means of expression and communication. Implications for practice and future research are also considered.
Junlan Pan is an English lecturer at the School of Foreign Languages and Cultures, Chongqing University. Her research interests are the impact of language pedagogical practice on EFL learners’ learning outcomes, and the assessment of the change of learners’ language and critical thinking skills. She conducts her research within the context of implementing Project-based Learning in English major students’ curriculum. Since 2010, she has been granted with three research funds, including one from Humanities & Social Sciences Program of the Ministry of Education of China.

Comparing Creative Themes Chosen by Japanese, Lithuanian, and Emirati Students When Writing Exactly 50 Words in English for the ESSC
Jurate Radaviciute

Bridging socio-cultural and socio-linguistic contexts, this paper explains how the World Englishes pedagogy of the 50-word Extremely Short Story Competition (ESSC), which first appeared in World Englishes (2006), may be utilised to compare student themes in written English stories produced in Lithuania, Japan and the United Arab Emirates (UAE). Students in all three countries were given free-reign to write on any subject of their choosing and asked to write exactly 50-word Extremely Short Stories (ESSs). As in Hassall (2006), they were encouraged to write ‘fact or fiction; poetry or prose’. At the International Symposium: Learner Corpus Studies in Asia & the World held in Kobe, Japan, Matsubara (2013) compared two parallel corpora each comprising ESSs written by more than 500 student-authors collected in Japan and the UAE in 2006. Matsubara identifies some 44 different themes, as being related to ‘general mindset’; ‘behavior’ and ‘culture of groups’ of these two sets of student-authors. The same two ESS sets from Japan and the UAE will be compared with students’ 50-word written English contributions which were collected following workshops, held at Kaunas Faculty of Humanities, Vilnius University, Kaunas Lithuania in April 2015. It is significant that the ten most frequent themes chosen by Japanese student-authors and UAE student-authors comprise mutually exclusive sets. Matsubara identifies the three most frequent themes appearing in the Japan ESS set as: 1) Hobby & Club Activity; 2) Friend & Friendship; 3) Appreciation of Nature. These contrast starkly with the three most frequent themes appearing in the UAE ESS set: 1) Death; 2) Moral Message & Encouragement; 3) Self-introduction & Self-reflection. It will be enlightening to determine whether the Lithuanian ESSC data set of most frequent themes is similarly exclusive or whether it bears greater similarity to the Japan or the UAE set of ESSC themes.

Jurate Radaviciute, Peter Hassall of University College, Zayed University Dubai, deviser of the 50-word Extremely Short Story Competition (ESSC) has lectured in Middle East/SE Asia/Pacific Rim, and published in Asian Englishes & World Englishes. Peter received three English Speaking Union (ESU) awards from HRH Prince Philip, Duke of Edinburgh. Hassall’s project Facets of Emirati Women has been displayed in the UAE, England, Scotland, Japan, Italy, France, Czech Republic, Greece, Romania, New Zealand and Lithuania. Facets of Emirati Women has been translated into Japanese by Yuko Takeshita with Fujimi Sakai Tanaka and was recently translated as an English-Arabic bilingual anthology by Omnia Amin.
Exploring Chinese-speaking English Majors' Rhetorical Awareness in English and Chinese Writing
Kai-lin Wu

Contrastive rhetoric studies have suggested that awareness of rhetorical differences between L1 and L2 writing is an indicator of successful second language writing. However, few studies have explored ESL/EFL learners' rhetorical awareness. Therefore, this study investigated Chinese-speaking college students' rhetorical awareness in English and Chinese writing. It involved 249 English majors (101 freshmen; 73 sophomores; 73 juniors) in the three-year English academic writing program at a private university in Taiwan. They filled out a 5-point Likert scale questionnaire that examined their rhetorical awareness of English and Chinese writing in terms of organization, content, and language use. Descriptive statistical analysis and paired sample t-tests were performed on the quantitative data.

The results showed that the English majors had a rather high rhetorical awareness in English writing (M=4.22). They were highly aware of English essay organization and explicit expressions of main ideas. However, they did not seem to be aware that a frequent use of sayings and proverbs is generally not encouraged in English writing and that they need to express ideas in their own words. In addition, these students had an adequate rhetorical awareness in Chinese writing (M=3.92). They were highly aware of the four-part organization of Chinese writing, the use of implicit language expressions, and the need to use proverbs to support ideas.

Furthermore, this study found significant differences between freshmen and sophomores in their rhetorical awareness of English writing, so as between freshmen and juniors. However, there was no significant difference between sophomores and juniors in their rhetorical awareness of English writing. The results suggest that the length of time spent in English writing class might affect students' awareness of English writing. Furthermore, no significant difference was found in their awareness of Chinese writing among the three groups, probably due to a lack of college-level Chinese writing instruction.

Kai-lin Wu is an assistant professor in the Department of Foreign Languages and Literature at Tunghai University in Taiwan, where she teaches undergraduate English composition, graduate academic writing, and theory and practice of teaching writing. Her research interests include contrastive rhetoric of Chinese and English, peer feedback in second language writing, and intercultural competence. She has authored two English composition textbooks for EFL students in Taiwan.

IELTS Band 9: an Academic Guide for Chinese Students (Examiner's tips)
Karolina Wojciechowska


IELTS BAND 9 An Academic Guide for Chinese Students, Volume I, is intended for Chinese students preparing for the International English Language Testing System Exam. It provides learners with a comprehensive understanding of the Speaking and Writing components of the Academic
module. It is replete with real life examples and features an authentic vocabulary bank, all from an experienced examiner's perspective. This Volume focuses on most frequently asked IELTS questions, the do's and don’ts of the Speaking Room, examiners’ pet peeves, most overused or misused vocabulary, and discourse markers needed for a high score. The textbook explains Writing tasks in depth, and features quotations and knowledge of tenses needed to succeed at IELTS.

IELTS BAND 9 An Academic Guide for Chinese Students, Volume II, is a continuation of Volume I. Both textbooks are intended for Chinese students preparing for the International English Language Testing System Exam. Just like Volume I, Volume II also brings an experience examiner's perspective to the test preparation. It features the largest bank of real exam topics, scrutinizes IELTS assessment and includes most mistakes that Chinese speakers commonly make as well as Chinglish phrases. This textbook contains 114 topics for Speaking Part 1, over 1000 questions examiners might ask; over 150 topics for Part 2, 3200 native level words and phrases to boost candidates' score, and over 3600 real questions for Part 3.

These textbooks are of great help not only to IELTS candidates getting ready for their test but also to Chinese IELTS teachers as it is providing an insight into the test preparation. They are a result of hours spent with Chinese students in and out of classroom settings. It meets with their biggest concerns and provides solutions to the critical writing and speaking as well as comprehension tasks that they might encounter during their IELTS testing.

Karolina Achirri has been living and teaching in Hangzhou, China since July 2010. She holds a Bachelor’s Degree in English Literature and a Master’s Degree in English Philology, specializing in British Literature. She has over 10 years teaching experience in different countries and on a variety of levels, from primary school to university. Karolina is familiar with Chinese culture and speaks Mandarin. She obtained the HSK4 Certificate in Chinese Language. She has cooperated with well-renowned schools including New Oriental, TEFL Academy, Strong International Group, Hangzhou Normal University and Hangzhou No 4 High School. Karolina’s teaching is characterized by a very professional approach combined with a willingness to assist younger teachers. Her teaching strengths are IELTS and TOEFL preparation, Literature classes, Advanced Grammar, Academic Writing, Pronunciation, etc. Additionally, Karolina speaks six languages, which facilitates understanding of her students.

Children's Noticing of Language Structures in Focus on Form Approach at an Elementary School of Japan: Focus on Token Frequency and Type Frequency of Verbs in the Story Telling

Kashiwagi Kazuko

The aim of research is to investigate the extent to which Japanese children (aged 11) notice the L2 (English) linguistic patterns regarding several verb phrases; “give X the Y”, “jumped on X” through being merged in token frequency added with type frequency.

The theoretical framework is based on “schema formation of verbs” as stated by Tomasello. He proposes learning verbs item-by-item in word-units”. After a while, children find patterns (get X) in utterances and categorize them (Tomasello, 2003). The theoretical framework is also based on “the effects of frequency”. Bybee(1995)states that token frequency is the frequency of particular
items and entrenches the comprehension and use of concrete pieces of language-item and phrases (collocation), while type frequency is the frequency that different actual forms occur in the same language slot.

Using this theoretical framework, the author developed “The Story of the Zodiac”, an original digital story to realize a particular language environment throughout a story in which children are pleasantly able to hear the verbal input, particularly verb phrases such as “give OO”.

The participants listen to the storytelling and learn the contents with pre- post activities including acting out the story. The research uses pre-test-post-test control group designs [A(FBE): FonF-Based Token & Type Enhancement, N=30, B(SBE): Control Group, Story-Based Token Enhancement, N=32].

As a result, there were significant differences between the two groups (t(60) = 2.76, p < .01) in the post-test. Regarding focused verb phrases, A demonstrates the higher score in the “run fast” (verb + adverb), “give OO” (ditransitive verb). The “give OO” reveals notable differences with the percentage of correct answers between groups (A: 68%, B: 35%).

In conclusion, children come to pay attention to the sound form and find language patterns through Focus on Form approach using structured input.

Ms Kazuko Kashiwagi received the M.A degrees in English Education from Nara University of Education, Nara Japan, in (2005). And then, she completed fulfillment of the requirements of a ph.D course at Hyogo University of Education, Hyogo Japan, in (2011). In 2015, she enrolled in Kyoto University, Kyoto, Japan to continue her research on a doctor’s thesis. Her research interest includes children’s verb acquisition in L2 and usage-based model. She engaged in teaching English for children and has been teaching as a professor at Osaka University of Education, Osaka Japan.

Writing about Writing as Intercultural Heuristic: Alternative Approaches to English Composition in EFL Classrooms

Katherine Silvester

Critical theories of language stemming from the study of world Englishes open up a space for scholars to challenge not only traditional assumptions of the nature of language, but also traditional assumptions about the nature of rhetoric and writing across cultural contexts. While comparative studies of the writing processes and conventions of different linguistic and cultural groups have lent themselves to a field of practice called contrastive rhetoric, this type of comparative scholarship has been found to have severe limitations in its estimation of writing and rhetoric across cultures (Atkinson, 1997, 2003; Canagarajah, 2002, 2006; Connor, 2002, 2004; Kubota, 2010). In “Critical Approaches to Theory in Second Language Writing,” Ryuko Kubota (2010) discusses how “descriptions of rhetoric based on cultural differences tend to produce and reinforce cultural stereotypes or essentialism” (p. 193). Furthermore, scholars in English composition are beginning to explore the need for a more critical approach to English writing that involves intercultural rhetorics over contrastive approaches. Thus, we propose a panel of TEFL scholars and practitioners that discusses alternative approaches to writing instruction in global contexts, with a particular focus on
university-level English writing instruction in China. Speaker 1 will start the panel by talking about a new and very controversial approach to composition pedagogy – Writing about Writing (WAW) – that encourages students to engage in reading current scholarship about writing across contexts and compare it with their own experience of writing in and across cultures. Speaker 2 will discuss her past experiences learning and teaching English writing in China to argue for first-year composition as a viable pedagogy in Asian TEFL contexts. Speaker 3, as a current TEFL instructor in China, will provide some insight into both the risks and rewards of implementing US-based composition pedagogies in China’s EFL classrooms.

1-PP-807-1

**Digital Literacy as an Approach to Teach Essay-Writing Among PPISMP TESL Students**

Kee Li Li

Our students in twenty-first century are highly digital literate. The widespread use of technologies such as smart phones, tabs and so on have influenced the way they learn in reading and writing. Students nowadays prefer literacy in digital rather than print form. Teaching writing is challenging as students often find it boring and tedious if it is taught traditionally. Therefore, teachers need to incorporate technology into teaching writing. This study explores the use of digital writing to motivate students to write and share their ideas with others. In a case study of sixteen students, a qualitative method is adopted. Through the analysis from students’ work and interview, the findings illustrate a clear preference by the students towards digital writing approach than the traditional writing in print form. This learning encouraged more writing process on the part of students with others and in turn, encouraged a collaborative learning environment and their motivation in writing.

2-PP-805-10

**An Exploratory Study of Japanese Students’ Willingness to Communicate in English from an Ecological Perspective**

Kenta Sugawara

In response to globalization, laborious effort has been made to cultivate students’ communicative competence in English with attitudes envisioning a future international career at all levels of foreign language education in Japan under governmental guidelines. However, since Japanese youth are said to be ‘inward-oriented’, this national level enthusiasm does not always motivate students to be active participants in international communities where the willingness to communicate (WTC) in English is needed. L2 WTC, defined as readiness to enter into discourse using an L2, is a psychological process interacting situational factors that is a significant influence on L2 communication and acquisition (Dörnyei & Ryan, 2015). Whereas attempts to validate the relationships of personal characteristics to the stable attributes of L2 WTC have not been abandoned, the recent focus of L2 WTC study has been on the situated nature of L2 WTC that can be captured using the concept of ambivalence about communicating an L2 (MacIntyre, Burns, & Jessome, 2011) from ecological perspectives (Cao, 2011; Peng, 2012). Despite the rich findings from
North America and Chinese EFL contexts, little effort has been put into exploring the influence of others and society on a situational WTC among Japanese EFL students. In addition, further research is required to explore how unwillingness to communicate in English is stabilized in students’ perceptions of their learning experiences. Therefore, the present study aims to explore ambivalence about communicating among Japanese EFL students. With this objective, I uses an open-ended questionnaire to ask Japanese university students to write situations in which they were willing and unwilling to communicate in English. The obtained qualitative data are coded using Straussian grounded theory techniques (Strauss & Corbin, 1998). The results are discussed with ecological and self-developmental perspectives.

Kenta Sugawara received his Ph.D. from Hokkaido University, and is currently a Lecturer at Hokkaido University of Education, Japan, where he teaches introduction to second language acquisition, methods of foreign language learning, and theories of English communication to undergraduate students. In addition, he works with pre-service teachers of English as a foreign language. His research interests lie in the psychology of second language acquisition with particular emphasis on the L2 self-related motivation, L2 communication anxiety, and willingness to communicate among Japanese youth.

Effective Teaching: Routes to Excellence
Khalil Motallebzadeh

It is believed that teachers’ effective mode of teaching can enhance students’ learning outcomes (Paolini, 2015). One major challenge is how to improve the competencies required for teaching effectiveness. Meanwhile, the choice of effective mode majorly depends on what teachers and students understand from effective teaching. Effective teachers of English as a foreign language (EFL) should be sensitive to students’ various modes of learning and styles. They should also accommodate the different needs of students in their classrooms. Effective teachers understand that students can learn best in case their particular learning styles, culture, and abilities are acknowledged by the teacher in the way they teach.

The purpose of this workshop is to increase participants’ awareness over the importance of effective teaching throughout experiencing the loop-input. Another feature to discuss within this workshop is to present various characteristics of effective EFL teachers. It also tries to introduce major factors, techniques and skills contributing to effective and teaching. The present workshop touches such models as 4MAT, SAVY and FROLL adopting various approaches as interactive methodology as well as learning by doing.

Khalil Motallebzadeh is associate professor at the Islamic Azad University (IAU) of Torbat-e-Heydarieh and Mashhad Branches, Iran. He is a widely published established researcher in language testing and, e-learning and professional development. He has been a visiting scholar at the University of Illinois at Urbana Champaign (UIUC) in 2007-2008. He is also an accredited teacher trainer of the British Council since 2008 and currently represents Iran in Asia TEFL.
Relation between Multi-word Unit Use and Oral Fluency
Kilryoung Lee

This study started from the inquiry of the relationship between formulaic language and fluency of oral production. Formulaic language has been found in the corpus analysis of proficient native speakers of English and it takes up a great amount of oral and written production, even greater in oral production. As a result, many studies have been conducted into this phenomenon and discovered a variety of perspectives on formulaic language. One of the findings was that the role of formulaic language is prominent not only in language use but also in language learning. In fact, it is easily assumed through the significance of formulaic language in L1 speakers of English that it is also crucial in L2 learners’ oral proficiency of English. Then, it was demonstrated through empirical studies that there is a facilitating effect of formulaic language on the aspect of fluency in L2 production. However, there were few studies exploring this area in the context of EFL and it hasn’t been clearly shown the developmental pathway and acquisition of such formulaic language in learners’ repertoire. To remedy this limitation, this study adopted usage-based approach which posits that formulas are gradually evolved into more productive patterns through the experience of using specific formula in communication. This study was concerned about exploring the development of speaking ability in English, considering the instruction of multi-word units as one of the factors that facilitate the development of fluent oral proficiency. Not only for learners to notice and learn formulaic language but also to absorb it into their repertoire for spontaneous oral communication, it tried to trace the developmental pathway of those multi-word units through analyzing learners’ regular oral productions. At the same time, this study was designed as a qualitative multiple-case study in order to observe the inner change of the participants along the development of oral proficiency. In the pedagogical view, this study was also expected to contribute to the approaches of teaching formulaic sequences since, compared to teaching vocabulary, few studies have attempted to explore the teaching approach of formulaic sequences.

Kilryoung Lee is a professor in the same university. Prof. Lee is interested in teacher education.

Creative ELT Practices for Linguistically and Culturally Diverse Learners in Asia
Kiwan Sung

One of the existing problems in ELT in Asia is teaching English mainly for a limited number of instrumental purposes (e.g., communicating with foreigners, traveling to English speaking countries, securing a good job) without fully considering learners’ diverse needs or interests despite a incessant call for learner-centered, innovative practices. Accordingly, this paper problematizes the dominant attitudes of teaching English for a mere tool for communication or jobs mainly on the logic of fitting learners into a future society or world. That is, English practitioners in Asia need to question the acquiescence of taking a particular reality as for granted or as prime by examining root causes of current decontextualized teaching and learning practices in ELT in Asia. More specifically, this paper
scrutinizes key issues on World Englishes, culture teaching, alternatives in assessment, and so on as an way to project new possibilities by breaking through the cul-de-sac of the current culture of teaching English mainly focusing on skills or superficial information or knowledge in scope and sequence. In doing so, the researcher will share the results of actual research on Asian learners’ perception of English and its learning. English-mediated teaching in college, and ongoing effort to develop ESP (English for specific purposes) programs in college, teaching of culture in secondary and tertiary schools, and the use of alternative methods such as flipped teaching and learning ELT. Then, an in-depth analysis of culture of teaching English in Asia will be done to suggest the idea that current ELT in Asia is complex but bound to a number of different discursive teaching and learning theories and practices. Then, the presenter will exemplify future implications for more creative and critical practices for Asian learners of English.

Kiwan Sung is Professor at Dept. of British-American Language & Culture at Kyung Hee University in Korea and was a former president of the Korea Association of Multimedia-Assisted Language Learning. He served as co-editor of AsiaTEFL Book Series and edited two books, Secondary School English Education in Asia: From Policy to Practice (Routledge) in 2015 and Conditions for English Language Teaching and Learning in Asia (Cambridge Scholars Publishing) in 2014. He also co-edited a book, Critical ELT Practices in Asia (Sense), in 2012. His research areas include SLA, multimedia-assisted language teaching, and critical pedagogy.

Directions for English Textbook Development in Korea: a Seminal Study
Kiwan Sung

This study examined the extent to which language skills are integrated in the activities of Middle School English textbooks in Korea and also identified the characteristics of both well-integrated and ineffectively-integrated activities. Another purpose is to investigate the extent to which the textbooks conform to the goals and achievement standards outlined in the 2009 revised version of the National Curriculum. Using a qualitative approach based on the data of the language learning activities in five textbooks, the researchers classified four language skills parts into three categories: patterns of skills integration, the most frequent patterns in the activities, and the structure of the activities. Then to ensure the reliability of the analysis, two co-raters were asked to classify the selected activities into two groups; well-integrated and less well-integrated activities randomly selected from the 93 activities.

The results showed that there were varied types of integration patterns in the textbooks in terms of the number of skills integrated; two skills integration was most frequent while one-skill activities were lowest in frequency in the Reading sections. As for the most frequent patterns in each language section, the Listening and the Speaking sections have more various integrated patterns compared to those in the Reading and Writing sections. As for well-integrated activities, there were diverse language skills integration, gradual linkage within tasks, and the use of more group work than individual or pair work. However, in less well-integrated activities, there was a lack of including diverse language skills as well as of a diverse grouping strategy.
Finally, based on the results, activities in the Reading and Writing sections need to be developed in a better and more diverse integrated pattern. Second, one skill activities should be integrated with other skills for group work to induce learner interaction. Lastly, the less well-integrated activities could be improved by providing better linkages within tasks.

Kiwan Sung is Professor at Dept. of British-American Language & Culture at Kyung Hee University in Korea and was a former president of the Korea Association of Multimedia-Assisted Language Learning. He served as co-editor of AsiaTEFL Book Series and edited two books, Secondary School English Education in Asia: From Policy to Practice (Routledge) in 2015 and Conditions for English Language Teaching and Learning in Asia (Cambridge Scholars Publishing) in 2014. He also co-edited a book, Critical ELT Practices in Asia(Sense), in 2013. His research areas include SLA, multimedia-assisted language teaching, and critical pedagogy.

Establish a Framework of Training EAP Teacher in NJAU: From Action Research to Teaching

Kong Fanxia

After EAP courses have been practiced for several years at Nanjing Agricultural University (NJAU), it is found a series of problems, especially, some anxiety phenomenon appearing among EFL teachers, and even some of them have intention of refusing to teach EAP course. As EAP recently has become mainstreams of reforming College English in China, the growth of EAP raises the accompanying issues, such as curriculum design, teaching materials and teacher training, etc. The EAP class is much more mixed disciplines, and EAP learners have crucial subject knowledge that EFL teachers may not have, that is because the role of the current EAP teacher transcends the limited framework of EGP teaching. EFL teachers have conducted the class of EAP, with feeling of strong stress due to their poor specialist knowledge. In view of the problem, the solution to this problem adopted is to expect to change their current awkward position. In China, as there are no formal training institutes for EAP teacher, without any competency framework, the EFL teachers have no idea when meeting problems in teaching EAP.

The research is under the date collection of the questionnaire investigation of EFL teacher. After the date was analyzed, the primary focus of this paper is on how to develop EFL teacher into an EAP teacher. A competency framework of NJAU was suggested to be established, and how to train EFL teachers to operate effectively, or assist them to develop within an EAP teaching context, in the way of learning from different sources including professionals, subject teachers as well as their learners. The research is also on how to train EFL teachers to generate motivation and innovative teaching methods by action research and how to meet students’ needs, moreover, how to create materials will be discussed. To cultivate the qualities of EFL teacher is to be a researcher on EAP and to suggest that a teacher needs to be able to read academic research about teaching EAP, for the purpose of developing their professional competence.

Mrs. FANXIA KONG
Assistant Professor
Second Language Learners' Perceptions on Vocabulary Learning
Kuang Yu Chen

Most researchers believe second language learners have difficulty understanding reading texts because of the limited breadth of their vocabulary (Richard & Rodgers 2001; Schmitt, 2000). Nation and Waring (1997) claimed that second language learners will need to know 3,000 to 5,000 word families in order to read for pleasure. In addition, Hazenberg and Hulstijn (1996) suggested a person who learns English either as a ESL or as a EFL learners may need 10,000 base words for university studies. For many second language learners, memorizing second language words is a way to achieve success in the task of learning vocabulary. Learners spends a lot of time on learning vocabulary, however, many of them may still be unable to comprehend a reading text. The study is emphasized the students’ perspective of vocabulary learning. The study results showed the strategies that interviewees used to process their vocabulary knowledge. Learners had a higher level of English proficiency and were more inclined to utilize their literacy skills, such as the knowledge of prefixes and suffixes. They did not guess unless they did not have other information that allowed them to identify the vocabulary. On the contrary, the lower English proficiency learners struggled more in translating each meaning of the words into their native language. In the study, the researcher also observed that the students with a larger breadth of vocabulary appeared to have better performance on the vocabulary depth test. It may be assumed that knowing more vocabulary would allow learners to acquire more depth of vocabulary knowledge.

Kuang Yu Chen is an assistant professor currently teaching at Applied Linguistics Department of YuanPei University of Medical Technology, Taiwan. She has a doctoral degree in bilingual education. Her research interests include foreign language learning, vocabulary knowledge, reading comprehension, and bilingualism.
Collaborating SNS Facebook® into College EFL Teaching in Taiwan: a Case Study
Kuei-fen Tai

Computer technology has been omnipresent in people's daily lives in the present society. EFL/ESL education is no exception. Computer Mediated Communication (CMC) applications in EFL/ESL education have become a heated trend for the worldwide English teaching professionals. The authors have made several successful attempts to apply computer technology into EFL teaching for intermediate-leveled students. As a follow-up, this project aims to explore the efficacy of combining computer mediated communication (CMC) into traditional classroom teaching in a college EFL class for students with lower levels of English proficiency. CMC applications which were used in this project include online discussion boards, email exchanges and the most influential social network service so far: Facebook®.

The subject students of this research are 30 undergraduate students in Chung Hua University, located at Hsinchu City in the northern Taiwan, whose level of English proficiency is low. The course is designed to build up their familiarity with the English language and to enhance their confidence to use it. Two components make up the course: the lecture part and the online sessions, with the latter focusing on the practices of basic English skills.

This paper initially introduces the design of collaborating computer mediated communication into the EFL course and then categorizes some advantages and disadvantages of this innovative teaching method. The results are hoped to provide ESL/EFL teachers an alternative way to teach their lower-leveled EFL students.

Ms. Kuei-fen Tai received her Master's degree in Linguistics from University of Illinois at Urbana-Champaign. She taught Chinese to foreigners for one year in the Language Center of National Chengchi University in Taipei, Taiwan. Then, she has taught EFL English at Department of Foreign Language and Language Center in Chung Hua University for over 15 years. Ms. Tai’s research interests mainly lie in Computer-Assisted Language Learning and ESP teaching.

Effects of Prompts on EFL Students’ English Writing Performance Based on Their Writing Proficiency
Kyeong-ok Yoon

The purpose of the presentation is to examine the effects of writing prompts on EFL students’ English writing performance in accordance with their writing proficiency. To fulfill this purpose, first, 238 college students were divided into three levels depending upon their pre-writing test results (high, mid, and low). And then, they were asked to write one essay using two different prompts (bare and prose) each and take the pre- and post-writing tests. Finally, their writing products were rated and analyzed using both the holistic and the analytic rubric.

The results are as follows: First, it was found that there was a significant difference in the students’ writing scores of the pre- and post-writing tests, which implies that consecutive writing
practice had a positive effect on the development of students' writing proficiency even if there was no formal instruction on writing; second, the students got higher scores when using the prose prompt than the bare one, which suggests that the prose prompt sheds more light on the students' writing performance; finally, they showed different writing performance depending upon their writing proficiency.

Based upon these results, a couple of suggestions can be made: First, greater opportunities to carry out writing tasks should be provided to EFL learners, especially to those in the low level; and second, taking their English writing proficiency into account, a wider selection of prompts need to be provided to help develop their writing abilities.

**Kyeong-ok, Yoon** is an assistant professor of the department of International Studies at Korea Air Force Academy in Korea. She received her Ph.D. for English linguistics from Chungnam National University in Korea. Her main concerns as a researcher are second language writing including writing strategies and assessment.

Email: yko8302@hanmail.net

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**Innovative Teaching of Cultural Awareness and World Englishes in Korea**

**Kyong-Sook Song**

The global spread of English, which is a truly global language and a lingua franca, has been a focus of critical discussion. The major reason that English has gained the global predominance is not only the fact that today non-native speakers of English outnumber its native speakers, but also the fact that speakers of English have gained and exercised economical, political, and socio-cultural powers (Crystal 2003, Graddol 1997, McKay 2002, Trudgill 1995, Trudgill & Hannah 2002, etc). The model of English (native-speaker, nativized, or lingual franca) that should be used in classrooms in Outer and Expanding Circle countries (Kachru 1988, 1992, etc.) has been a subject of debate, and the choice is often made on political and ideological grounds rather than educational ones (Crystal 2003, McKay 2002, etc). Korean university students consider proficiency in English as a key to their social move and career success. They encounter global citizens of a wide variety of socio-cultural backgrounds, and need to communicate in a wide variety of English. This paper explores new ways of, innovative teaching of cultural awareness and world Englishes to Korean university students. Based on the questionnaires conducted among Korean university students, it demonstrates how to motivate cultural awareness and to teach varieties of English, World Englishes, with reference to varieties of cultures to Korean university students.

**Kyong-Sook Song** received her Ph.D. in linguistics with concentration on pragmatics, discourse analysis, and sociolinguistics from Georgetown University in 1993. Professor Song’s books include Discourse Analysis: Analyzing Conversation and Debate (2002), Discourse and Pragmatics (2003), and Understanding Global Society English: World Englishes (2007). Dr. Song currently serves as a vice-president of the Linguistic Society of Korea and the Korean Association for the Study of English Language & Linguistics, and director of the Global Communication Research Institute, Dongeui University.
Finding the Ideal Speech Rate for Successful Listening Test

Kyung-Whan Cha

This study examines how different speech rates affect Korean high school students’ listening comprehension to suggest appropriate speech rate for the listening items in the College Scholastic Ability Test (CSAT). The speech rates of listening items in the CSAT, which are slower than the normal speech rates of English native speakers, have been almost static for the past 20 years. Even though high school students these days are familiar with normal native speech rates, and are exposed to more authentic and various English sources than ever before, the listening items in the CSAT do not seem to reflect this trend. To investigate whether or not test takers may be able to cope with faster speech rates in the CSAT, the researchers had 241 high school students take a set of listening tests with one of three different speech rates. Also, students filled a survey questionnaire related to their perceptions of speech rates in listening tests. Results from the test and survey were analyzed and compared to students’ listening proficiency. Statistical findings show that students’ scores were not significantly affected by the varying speech rates. In contrast, students’ listening proficiency did affect their listening test scores significantly. Thus, it can be interpreted that faster speech rates in listening tests do not always negatively affect students’ test scores. According to the survey questionnaire, students would not like to see an increase in speech rates on the CSAT, even though they recognize that current speech rates are unnaturally slow. The cause of this disinclination may be due to the fact that they worry that the faster speech rates may negatively affect their CSAT scores. In this presentation, the authors will suggest implications for making better listening tests by discussing the results of the study.

Kyung-Whan Cha, Ph. D, is a professor in the Department of English Education at Chung-Ang University (CAU), Seoul, Korea. He received his doctoral degree in TESOL from the University of Kansas, and he has been teaching at CAU since 1988. He is currently the dean of the College of Education & Graduate School of Education at CAU. His main research interests are L2 listening and accompanying mechanisms.

Small Talk as Strategies in EFL classrooms

Kyung-Whan Cha

This presentation explores small talk in the classroom. Since small talk in English classrooms of Korea has lain entirely unacknowledged with little research, its role in classroom discourse needs further theorization. The survey and interview were conducted in high schools in Korea, where 50 Korean EFL teachers, 33 teachers of other subjects, and 118 students participated. The result indicated that the teachers who employed small talk competently understood three aspects of small talk: linguistic aspects that enable meaningful communication, cognitive aspects which facilitate students’ background knowledge to link their daily lives to textbook knowledge in an interesting and motivating way, and sociolinguistic aspects that build rapport. Most EFL teachers as well as
the students in the survey also acknowledged the necessity of small talk for initiating the class and were willing to learn small talk strategies. From the class observation and the interview with the teachers, it was found that small talk in EFL classrooms is different from real-life small talk in several respects: 1) the content of small talk is relevant to the topic of the lesson unlike purposeless chitchat; 2) a certain degree of preparation for what and how to manage small talk may be required rather than improvisation; 3) therefore, the teacher’s initiation is frequently observed rather than equal distribution of power in starting a conversation. Finally, after identifying the small talk patterns in the actual high school classrooms, we discussed the findings to develop more feasible and effective ways of implementing small talk strategies in EFL contexts.

Kyung-Whan Cha, Ph. D is a professor in the Department of English Education at Chung-Ang University (CAU), Seoul, Korea. He received his doctoral degree in TESOL from the University of Kansas, and he has been teaching at CAU since 1988. He is currently the dean of the College of Education & Graduate School of Education at CAU. His main research interests are L2 listening and accompanying mechanisms.

Case Study: Using Non-Native Speakers to Give an International Style English Speaking Test

L Paul Mantha

One of the major problems that English Language programs in China face is the shortage of Native English Speakers for giving speaking tests that are similar to TOEFL or IELTS. This paper explores the feasibility of using Chinese English teachers and near fluent NNS STEM teachers to give and accurately rate an in house speaking test that has features of both IELTS and TOEFL. The Speaking test is composed of three sections: Section 1; Short Answer, in this section the students are given 2 ½ to 3 minutes to answer 9 questions on three different topics. In Section 2 the students are given a hypothetical choice and they must provide the reasons for their choice. Finally, in Section 3 the students are presented with a general problem to discuss. In order to standardize the tests, 20 sets of questions with examiner prompts were prepared. The subjects were one Chinese English teacher and one STEM teacher. The examiner training consisted of two parts: first, observing interviews and then discussing the scores and second, giving interviews and discussing the scores. Once the trainer felt confident, the trainees were given interviews to do on their own. The interviews were monitored and both were found to be capable of scoring the speaking test within half an IELTS band, which is considered by IELTS to be within the margin of error. The paper concludes by exploring the difficulties, the trainees faced in giving the tests, the limitations, which may have an impact on which instructors are likely to succeed, and the possibilities both in the type of speaking test that can be given and those for increasing inter-departmental co-operation in a STEM college.

L Paul Mantha graduated from Trent University with an Honours B.A. in History. He has also has CELTA and a TESL Diploma. He started teaching English in Czechoslovakia in the fall of 1992. Since then he has taught in Canada, China, South Korea and Turkey. For the last 12 years he has been working at Chinese Universities. At present he is engaged in enhancing student outcomes through the development
of an integrated program with a standardized test to measure whether or not the program is working.

3-PP-812-5

Application of Task-based Language Teaching in Comprehensive English Course for Medical Postgraduates
Lang Lang

Most postgraduates in China have been learning English in a traditional classroom setting, where the teacher plays the central role as the knowledge provider. Task-based language teaching (TBLT), also known as task-based instruction, proposed in 1980s as a communicative approach to second language acquisition, has proved effective for big-sized class, which is usually the class size for postgraduates’ comprehensive English course. Medical postgraduates, in particular, are frequently faced with frontier developments and breakthroughs in their field of study, hence the increasing demand of their better use of English as a communicative tool. The present study reviewed the concept and elements of TBLT and its application in postgraduate English teaching in China, and found little research done in the teaching for medical postgraduates. Then the study proceeded to present how TBLT was applied in comprehensive English course for medical postgraduates with an example lesson design, detailing instructions in the pre-task phase, students performance in the task cycle, and the analysis and practice in the last phase—language focus. The study concluded that with proper application, TBLT helps create a learner-centered setting for medical postgraduates and better facilitates English communication in real-life situations.

Lang Lang, MA in English linguistics and literature, teacher of English at Peking University Health Science Center since 2002, presently interested in the studies of curriculum design for English majors and of reforms in postgraduate English teaching; visiting scholar at Columbia University 2011-2012; courses taught including but not limited to: Intensive Reading for sophomore Bio-medical English majors, Comprehensive English for medical postgraduates, Greek and Roman Mythology (elective course) for sophomore and senior Bio-medical English majors.

2-PP-808-6

A Study on the Feedback of Teacher in Improving Students’ Motivation of Learning English as a Second Language
Langyu Liu

Motivation refers to a force or a factor which can influence people’s behaviors. No single individual difference factor in language learning has received as much attention as motivation (Dorney, 2001). According to Gardner (1959), the motivation to learn a language of another community is the primary force which takes responsibility for enhancing or hindering intercultural communication and affiliation. In general, motivation can be classified into intrinsic motivation and extrinsic motivation.

As we all know, different learners remain different in motivations, personalities and attitudes. In
English teaching, a very important factor is to drive students’ motivation, and to instinct them to go further study. And What teachers address and how they behave in classroom have significantly impacts on learners’ motivations in language learning.

There are two factors which influence students’ motivation: feedback and interest.

Feedback in education refers to the information given by teachers to language learners in classroom. It demonstrates the attitudes of teachers towards learners performance in class. Teaching and learning should be regarded as a whole process, in which they are in close relation with each other. Teachers are considered to be both as sources and receivers of feedback. So teacher’s feedback is a very important factor in improving students’ motivation. Another factor is interest which will to a large extent determine whether students can focus on the class.

This essay is a study researching college students’ learning English. This essay demonstrates that there is a close relationship between teachers’ motivation, students’ interest and students’ motivation, and provides some suggestions on teachers giving appropriate feedback and making students more interested in the class.

Langyu Liu is a postgraduate student in Foreign Language School in South East University and my major is applied linguistics.

Choosing Web 2.0 Tools for the Information Technologies Course: Sink or Swim
Larisa Krainik

Today a foreign language classroom without technology of some kind is quite infrequent. The Internet and web tools have become a fundamental part of our digital literacy. New web tools emerge daily, and it is easy to go astray in the vast sea of information about this. To navigate through this sea is a challenge for both “digitally advanced” teachers and their less fortunate colleagues. One way or another, we have to meet the challenge of choosing appropriate technologies to ensure that our learners should be fully alert while learning, to encourage them to think divergently, which is essential for creativity, and to promote collaborative learning.

This presentation will focus on the experience the author and her colleagues have had in designing a course on Information Technologies for university students. A range of Web 2.0 tools chosen for the course will be described with the reasoning to support the choice. The presenter will demonstrate exercises designed for collaborative and solo projects students complete during the course.

Larisa Krainik is Associate Professor at the Far Eastern Federal University, School for Regional and International Studies. She is interested in teaching vocabulary, reading and discourse analysis.
From the Experience of Teaching English to Asian Students in a Non English-Speaking Environment

Larisa Popova

One of the major problems that English Language programs in China face is the shortage of Native English Speakers for giving speaking tests that are similar to TOEFL or IELTS. This paper explores the feasibility of using Chinese English teachers and near fluent NNS STEM teachers to give and accurately rate an in house speaking test that has features of both IELTS and TOEFL. The Speaking test is composed of three sections: Section 1: Short Answer, in this section the students are given 2½ to 3 minutes to answer 9 questions on three different topics. In Section 2 the students are given a hypothetical choice and they must provide the reasons for their choice. Finally, in Section 3 the students are presented with a general problem to discuss. In order to standardize the tests, 20 sets of questions with examiner prompts were prepared. The subjects were one Chinese English teacher and one STEM teacher. The examiner training consisted of two parts: first, observing interviews and then discussing the scores and second, giving interviews and discussing the scores. Once the trainer felt confident, the trainees were given interviews to do on their own. The interviews were monitored and both were found to be capable of scoring the speaking test within half an IELTS band, which is considered by IELTS to be within the margin of error. The paper concludes by exploring the difficulties, the trainees faced in giving the tests, the limitations, which may have an impact on which instructors are likely to succeed, and the possibilities both in the type of speaking test that can be given and those for increasing inter-departmental co-operation in a STEM college.

Larisa Popova is an Assistant Professor, the Chair of Professionally-Oriented Translation, Far Eastern Federal University, Vladivostok, Russia. Has been teaching English as a foreign language for 23 years. The author of several research papers devoted to the methods of teaching English and to the problems of intercultural communication. In 2013 took a teachers’ training course in the Griffith University, Brisbane, Australia and got a TESOL certificate. The participant of 4 international conferences. Email:pem66@mail.ru

Addressing the Business of Vocabulary Acquisition: a Comparison of Strategies for Teaching Key Business English Lexis to Underachieving Chinese Undergraduate Learners

Laura Davies

A fundamental element of Second Language Learning is the acquisition of lexis, and many strategies have been proposed within ELT literature. However, the literature is bereft of empirical data supporting what strategies best facilitate the learning of key Business English lexis for underachieving learners. Therefore, 30 underachieving, second year Chinese undergraduate Business English students preparing to study abroad in the UK in their third year were selected for the study. The research focused on a six week Business English lexis acquisition course centered around Nelson’s corpus informed top 100 Business English lexis with each session adopting a distinctly different approach to teaching lexis. Results were obtained using pre and post vocabulary...
tests for each session and via comparison of pre and post test score increases across approaches. A one-way analysis of variance indicated that there was a significant difference between pre and post vocabulary test score increases amongst the Reading (M = 5.95, SD = 4.53), Pictures (M = 3.27, SD = 2.89), Video (M = 2.69, SD = 1.67), TBLT (M = 2.17, SD = 1.9) and PPP (M = 3.62, SD = 3.13) Approaches respectively F (4, 121) = 5.34, p<0.001. Post hoc Tukey tests demonstrated that the results from the Reading Approach were significantly higher than those of the Pictures (p<0.05), Video (p<0.01) and TBLT (p<0.001). Results contradicted initial needs analysis findings as the lexical learning strategies students reportedly enjoyed were not the most successful. This has potential implications when trying to motivate underachieving learners and emphasises the ambiguous task of distinguishing between what students may want and what they actually need to become successful language learners. As it is challenging to make inferences beyond the sample, it is recommended that more empirical research focuses on the lexical acquisition of underachieving learners.

The Use of Audacity Software to Evaluate Students’ Simultaneous Interpreting Skills
Laurentia Sumarni

Motivation refers to a force or a factor which can influence people's behaviors. No single individual difference factor in language learning has received as much attention as motivation (Dorney, 2001). According to Gardner (1959), the motivation to learn a language of another community is the primary force which takes responsibility for enhancing or hindering intercultural communication and affiliation. In general, motivation can be classified into intrinsic motivation and extrinsic motivation.

As we all know, different learners remain different in motivations, personalities and attitudes. In English teaching, a very important factor is to drive students' motivation, and to instinct them to go further study. And What teachers address and how they behave in classroom have significantly impacts on learners' motivations in language learning.

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Feedback in education refers to the information given by teachers to language learners in classroom. It demonstrates the attitudes of teachers towards learners performance in class. Teaching and learning should be regarded as a whole process, in which they are in close relation with each other. Teachers are considered to be both as sources and receivers of feedback. So teacher's feedback is a very important factor in improving students' motivation. Another factor is interest which will to a large extent determine whether students can focus on the class.

This essay is a study researching college students' learning English. This essay demonstrates that there is a close relationship between teachers' motivation, students' interest and students' motivation, and provides some suggestions on teachers giving appropriate feedback and making students more interested in the class.
Profiling the New General Service List in Spoken English: Is There a Core General Vocabulary?
Lei Lei

The study aimed to investigate the coverage of the New General Service List (the new-GSL, Brezina & Gablasova, 2013) in different spoken contexts. Three corpora of spoken English with different domains and formality were used in the study. Results showed that the new-GSL coverage was generally lower in the spoken corpora (from 71.35% to 78.01%) than that in the corpora (approximately 80%) largely composed of written data as found in Brezina and Gablasova (2013). In addition, the new-GSL coverage across different corpora and frequency bands was not stable, which went up along with the increasing formality of the spoken data. The findings revealed that the new-GSL might not serve as a core vocabulary in spoken contexts as well as it did in the written data. More importantly, the results challenged Brezina and Gablasova's (2013) point that there existed a core general vocabulary “across a variety of language corpora including different written and spoken contexts” (p. 17). It is argued that there may not be necessary to propose a single core general vocabulary. It is suggested to develop lists of basic words for different groups of target learners based on the pedagogical purposes.

Dr. Lei Lei is associate professor at the Department of English, School of Foreign Languages, Huazhong University of Science and Technology, P. R. China. His current research interests include academic vocabulary acquisition and second language writing. He has published articles widely in home and international journals, including Journal of English for Academic Purposes, Journal of Quantitative Linguistics, the RELC Journal, Journal of Asia TEFL, etc.

The Relationship between L2 Motivation and L3 Motivation
Lei Lishan

The purpose of this study is to investigate the relationship between L2 motivation and L3 motivation of multilingual learners. As a result of the increase of third language learners and the complexity of L3 learning, research on third language acquisition (TLA) has increased rapidly in recent years especially in European countries. Researchers suggest that other non-native language (L2) plays an important role in developing L3 skills therefore most of previous studies of TLA focused on the linguistic aspects, for example when more than two languages are learned, the closer to the target language, the stronger influence that language which has already learned will have. However, there is a lack of research on the psychological aspects in TLA especially the relationship between L2 motivation and L3 motivation and it is what this study focuses on. In this study, two groups of participants participated in a questionnaire survey. The first group consists of Japanese students who are learning a second foreign language at a large Tokyo university. The second group consists of national students who are learning Japanese as a second foreign language in Japanese language schools. The survey was conducted to investigate both the L2 motivation and L3 motivation, using Self-Determination Theory and Ideal Self theory as theoretical research frameworks. Learners’
L2 motivation was compared with their L3 motivation and learners with the similar L3 intrinsic/extrinsic motivation was examined to see if there are any similarities and differences in their L2 motivation. In addition, the correlation between intrinsic motivation and ideal self was examined to double check the results. This study discusses the main limitation as well as the future research and ends up with the pedagogical suggestion for multilingual learning.

Lei Lishan is a second-year student in the Master’s Program at the Graduate School of Global Japanese Studies of Meiji University, Tokyo, Japan. She is now doing her master thesis aiming to investigate the relationship between L2 motivation and L3 motivation, under the direction of Professor Tomohito Hiromori, whose work focuses on various aspects of individual differences and second language acquisition.

**Effects of the Use of Second Language and Native Language in Formulating Test Questions**

Lei Xuemei

The effect of the use of the second language and the native language in formulating test questions is of great importance for language testing. To study this effect, we asked 234 Chinese undergraduates to do a short listening comprehension test of the 4-option type. The listening tasks are the same, but the questions are in both English and Chinese. We found language effects in some questions, but no effect in others. Direct matching of the expression in the choices with that in the recording may have positive or negative effect on students’ performance; information in the stem can direct the students’ attention to relevant information in the listening task; distracters may have different distractions when formulated in different languages. The results have various suggestions. Test items taken from large scale tests are not necessarily up to the quality as required by research. Test makers should use information provided by distracters to improve the item. They should consider the different language effect and adjust test score for such effect. When used for program evaluation or diagnostic purposes, test users should consider the language effect in interpreting test results, and dig out information from the distracters data.

**The Effect of Digital Stories on Enhancing Iranian Pre-intermediate EFL Learners’ Listening Comprehension**

Leila Hassanzadeh

Learning a foreign language is a challenging process in which learners need motivation and encouragement through the use of modern techniques. The present paper investigates the effects digital stories may have on Iranian pre-intermediate EFL learners’ listening comprehension. To this end, the researchers carried out a quasi-experimental research in a language institution in Tabriz (Iran). In total, forty, 11-14-year-old female students participated in this research. Twenty students were in the experimental group and twenty in the control group. The Preliminary English Test (PET)
was administered at the beginning of the study to check whether all participants were homogeneous in terms of English language proficiency. A pre-test of listening comprehension was designed to gather initial data on the learners’ listening skill prior to the treatment. The experimental group was presented with digital stories in a technology-equipped classroom. After the treatment, a post-test was administered to both groups to test the learners’ progression in listening comprehension. Then, using an ANCOVA test, the performance of two groups was compared. The findings indicated that the experimental group outperformed the control group in the final test. The results raise interesting issues related to the use of technology in the context of foreign language learning, substantiating the link between technology rich environment and improved language learning.

Leila Hassanzadeh has an MA in TEFL. She has been teaching at different language centers in Tabriz.

The Effects of Mobile-Assisted Teaching Approach on the Development of Engineering Students' Learning Autonomy

Li Cheng

The use of smart phones in English language teaching has caught much attention of educators, researchers, and administrators in recent years. Previous studies have demonstrated that, compared with the traditional approach of face-to-face instruction, a blended teaching model of integrating in-class instruction and mobile-assisted language learning (MALL) offers more opportunities for learners of English to make full use of their leisure time to reciprocally scaffold their knowledge, expand their vocabulary and to improve their communication skills. Guided by the sociocultural theories, this study investigated the effects of MALL approach on the development of learner autonomy of university students. With the purpose of empowering and supporting students to achieve academic excellence, this blended approach was designed specifically for engineering students to study English language and discipline-specific content. In other words, the new approach went beyond the traditional borders of classroom walls and integrated mobile learning into the classroom instruction. One hundred and seventeen engineering students participated in this study (Experimental Group: 60, Controlled Group: 57). Data were collected through two language proficiency tests (one at the beginning of the study and the other at the end), a questionnaire about autonomous learning, records of the students’ written exchanges when using the English learning app and the WeChat platform, semi-structured interviews, etc. The results revealed that the students in the experimental group had significantly higher level of learner autonomy than those in the controlled group. Moreover, there was a more significant correlation between learner autonomy and vocabulary size in the new teaching class than in the traditional one. Pedagogical implications and suggestions for future research are discussed.

Li Cheng, PhD, is Associate Professor in International School of Beijing University of Posts and Telecommunications (BUPT). Li’s career includes teaching and training experiences in English language education and intercultural communication programs at Beijing Normal University, University of British Columbia (Canada), Sun Yat-sen University and BUPT. Her research interests at present are
related to mobile-assisted language learning, second language teaching methodology and intercultural communication.

**Lexical Linking Patterns in Proficient Chinese EFL Learners’ Mental Lexicon**

Li Li

The present study investigated the linking patterns of proficient Chinese EFL learners’ mental lexicon by means of the translation-recognition task with two RT experiments. This RT study (English-Chinese and Chinese-English translation equivalent judgment) were both 4 (word pair relations: translation equivalent, form distracter, meaning distracter and unrelated word pairs) *3 (lexical variables: high-frequency concrete, low-frequency concrete and high-frequency abstract) *2(L2-L1, L1-L2) design. A total of 82 proficient English learners were recruited as participants, 49 in experiment 1 and 33 in experiment 2, respectively. The stimuli were made up of 576 English-Chinese word pairs, with 384 as test pairs and 192 as fillers. These word pairs were ordered by using Latin-Square design into four lists, with 144 pairs per list. The participants were asked to decide if the target words were the translation equivalents of the prior words. E-prime 2.0 was used for presenting stimuli and collecting of behavioral data, accuracy and response time (RT). Repeated measure ANOVA was performed with SPSS for analyzing the results obtained. The results showed the most prominent feature of the bilingual mental lexicon of proficient Chinese EFL learners is that orthographic and semantic links co-exist in two directions, but orthography dominates L2-L1 link, and semantics dominates L1-L2 link. These findings were not totally consistent with such mainstream models as RHM and BIA, and were discussed in terms of language typology difference and way of acquisition of English.

**A Correlation Study Between Foreign Language Aptitude and English Grammar Ultimate Attainment in Classroom Learning Environment**

Li Ma

Foreign language aptitude has been widely acknowledged as one of the most important factors that affects second language acquisition. Before the 91s, researchers mainly make comparison between aptitude test and end-of-course results, however, in recent years, their research focus has been turned to the relationship between aptitude and ultimate attainment. Recent foreign researches concerning the relationship between foreign language aptitude and second language ultimate attainment showed conflicting findings. Furthermore, subjects in studies abroad are mainly immigrants and their language learning environment is different from the classroom learning environment in China. Therefore, their research results can not provide reference for the development of language education policies in China.

This study investigates the relationship between foreign language aptitude and English grammatical ultimate attainment in classroom learning environment in China. 30 advanced Chinese
English learners and 10 English native speakers are asked to fill a questionnaire which collects data about their personal information, motivation and learning experiences. Then, the subjects are asked to finish an aptitude test (LLAMA). A grammatical judgment task (GJT) is administered to test their English grammatical ultimate attainment. The data of the tests results will be processed by SPSS 17.0.

Results are expected to reveal if Chinese English learners can reach native or near-native competence and whether there is a correlation between foreign language aptitude and English grammar ultimate attainment. We hope that this study will contribute to our understanding of the role aptitude plays in language acquisition.

Ma Li is a graduate student at Chongqing University. Research field: Second Language Acquisition.

3-PP-822-3

Acquisition Difficulties in Wh-Questions in Chinese

Li Na

In Mandarin Chinese, a wh-phrase can be licensed in-situ ambiguously in the following instances: (1) Single wh-question, (2) Multiple wh-question, (3) Long distance LF wh-extraction, (4) Donkey sentence, (5) Wh- as a negative polarity item. All these wh-in-situ expressions get represented as the operator-variable construction of (6) at LF, where the wh-phrase is semantically decomposed into operator(OP), variable(VAR) (x), restriction (RES), and a scope:

\[
(6) \ [CP (OP, VAR(x), RES) C [Scope \ldots x\ldots ]]
\]

There are a few on acquisition of wh-in-situ, but almost none on the acquisition of multiple wh-questions and donkey sentences in Mandarin Chinese. The present study attempts to provide some evidence from a large data of Mandarin-speaking children's acquisition of wh-in-situ in the above instances and offer some tentative explanations. The relevant acquisition data are from a standardized test on 698 Mandarin-speaking children aging from 2;06 to 7;11 in a receptive task of question-with-picture. The test results can be summarized as follows:

(A) 50% of the children from 2;06 to 3;05 are syntactically aware of interrogative force on C[+Q]; 4;00 up to 4;11 witness an increase up to 80%; 5;00 up almost reach 100%.

(B) The children's development in wh-in-situ is sensitive to the restrictions in the OP-VAR constructions. The [RES]s of THING and PERSON make wh-questions much easier than those with TIME, PLACE, INSTRUMENT, MANNER. The hardest one is REASON in why question.

(C) The development is also sensitive to the number of variables or occurrences of the variables: multiple wh-questions and donkey sentences all involve more than one variable or occurrence of variables, and they are harder than single wh-questions.

(D) It is also sensitive to the distance between Spec-CP and wh-in-situ as evidenced in the long distance wh-extraction in languages with overt wh-movement. More than 40% children in 2;06-4;05 and 20% in 4;06-7;11 have difficulty in understanding wh-question containing complex NP with the wh-phrase inside.

(E) The development of wh-question and that of wh- as polarity items go hand in hand.

These acquisition facts suggest that

(F) Children are endowed with the apriori knowledge of: (a) sentence typing (including C[+WH]),
(b) the logical concept of OP-VAR construction, (c) variable restrictions, hence (d) the lexical options of null-OP[WH] for wh-question, null-OP[] for donkey pronominal, different from those in the lexicon of wh-ex languages as proposed in Jee-Youn Shin (2005). Like Crain’s (2012) claim about the innate nature of logical connectives, all these must part of UG, which need time to fix the lexical options or re-internalized on the basis of simple accessible data (Chomsky, 2004). That’s why some of the younger children are slow and others are quick in identifying wh-questions and donkey sentences, and that’s why older children are averagely better than young children in almost all instances.

(G) The acquisition time course seems to be regulated by computational complexity of OP-VAR configurations. For instance, the pair-list readings a multiple wh-question typically elicits depend on an OP[WH] binding more than two VARs within the same clause as in OP[WH] (x, y) (…x…y…), but an OP[WH] binding two occurrences of the same VAR in two conjoined clauses for the donkey pronoun interpretation: OP[WH] (x1,x2)((…x1…) (…x2…)). The computational complexity makes the acquisition of multiple wh-questions and donkey sentences a prolonged process.

Li Na  
Institute of Linguistics, Tianjin Normal University, Tianjin, China  
Conference Papers  

“More Skills, Less Language? ” — English Major Students’ Perspectives with Learning Gains in Project-based Learning in Chinese EFL Classrooms  
Li Sheng  
Project-based Learning (PBL) has been gaining attentions in second and foreign language education as an approach of teaching language and subject matter content, with simultaneous development of learners’ communicative and social skills. Though practice and research revealed an increasing interest of this teaching and learning method in the past decade, rarely has empirical
Enhancing Adaptability of Project-based Learning in EFL Classrooms: a Case Study in a Chinese English Major Undergraduate Program

Li Sheng

The implementation of Project-based Learning (PBL) in language teaching and learning is plausible in the past three decades. Researchers assume that this approach is effective in teaching language and subject matter content, with simultaneous development of learners’ communicative and social skills. It was observed, from the practice of this approach in an English Major undergraduate program in China, that students’ perceptions on their learning gains were more reflected on their ability in self-directed inquiry learning and their communicative and social skills, rather than their gains in language knowledge and competence. Therefore, a case study was conducted, employing combined research methods including a delayed semi-structured survey and qualitative analysis using data collected from students’ project diaries and reflections, social network blogs, classroom videos and delayed interviews to students and their instructors. This paper discusses the advantages and drawbacks of adopting PBL in EFL classrooms, focusing on concerns on, in particular, whether PBL can be applied to EFL classrooms without compromising the core requirement of language learning. It proposes a hybrid model of PBL, with curriculum and syllabus designed accordingly, teachers’ conceptual and administrative preparations, and a holistic and formative assessment measure accountable for students’ learning outcomes. This hybrid model is supposed to enhance the adaptability of PBL in EFL classrooms by maximizing its merits and avoiding being simply a practice of adding novelty into language learning.

Li Sheng, lecturer of English Department, School of Foreign Languages and Cultures, Chongqing University. She is taking her Ph.D. study of Comparative Education in Southwest University. She has been giving lectures in major courses for years and won several prizes. Her research interests cover comparative education, education policy, language policy and teaching methodology. She is now working on emerging issues of foreign language policy in EU and project-based learning in the classroom of
English as a foreign language.

2-S-820-3

Intercultural Pragmatics of Complaining: a Comparison of Thai and Chinese English as a Lingua Franca Speakers’ Production
Li Yang

English has become a lingua franca in the Asian intercultural communication. However, few scholars in the intercultural pragmatic filed have studied nonnative varieties of the English used by these Asian English as a lingua franca (ELF) speakers. The present study aimed at investigating the speech act of complaining produced by Thai and Chinese ELF speakers in English. The complaint samples were elicited from 240 subjects, i.e. 120 Thai ELF speakers and 120 Chinese ELF speakers. They were asked to respond to a twelve-scenario open-ended written discourse completion questionnaire. The elicited complaint samples were analyzed in terms of the directness levels of the utterance, using the coding scheme proposed by Olshtain and Weinbach (1987; 1993). The results indicated that Thai ELF speakers complained less directly than Chinese ELF speakers. Therefore, Thai ELF speakers are likely to interpret complaints from Chinese ELF speakers as rude. The findings from the present study suggest that the cultural differences may hinder the Thai and Chinese ELF intercultural communication.

Li Yang, doctoral candidate at Suranaree University of Technology, majoring in pragmatics.

2-PP-815-6

Case Study of a Chinese Girl’s English Learning Strategies in the American Elementary School
Li Yang

The problem of language input and output is always the central topic in the second language acquisition research. As a English teacher, I am always thinking about such a question: How to teach English and learn English more effectively and less time? This research based on the help and observation of my 7-year old daughter from mainland China who has studied in American elementary school for one year and by use of diary and direct cooperation try to find out features of English learning strategy used in language learning. From the research, the following conclusions were drawn: 1) Immerse language learning is important to language input.2) Phonics is an effective tool to extensive reading for Chinese English learner 3) Important events may greatly stimulate students’ English output.

Yangli, associate professor, majoring in foreign language teaching, intercultural-communication.
The Use Of Technology Gives Positive Attitudes Impact toward English Learning to Accounting Students of State Polytechnic of Malang - Indonesia

Lia Agustina

Technology has become inseparable part of today's world. The use of technology assisted with language learning brings a lot of advantages in the classroom, it has a great potential to offer in facilitating the development of English language proficiency of EFL learners.

The research findings have shown that the use of technology in EFL classroom has resulted in significant gains in achievement and also positive attitudes towards learning. It provides; a) additional practice in operating computer, b) a self-paced and non-threatening learning environment, c) sound, pictures, motion, color integration make the students feel fun and enjoy the learning d) a chance to see the real world in the classrooms that student could be motivated easily, e) students' self-esteem and motivation raise in learning English.

The aim of the study was to see the students' attitude toward learning English by using Technology; motivation, creativities. English proficiency as Anderson and Speck (2001) mention that using technology in the classroom not only motivates the learners but engages them in speaking, reading, listening and writing easier.

The study using a descriptive method which was based on a questionnaire, it was prepared on purpose that was composed of 13 questions, asking about creativities, motivation and technology used in EFL classrooms. The questionnaire was administered to the subjects of 52 students of the Accounting Department-State Polytechnic of Malang who were learning in the second year of the forth semester – 2014.

Lia Agustina is currently working at State Polytechnic of Malang. She was graduated from State University of Malang. Her mail address is lia_alfan2d@yahoo.com

A Study of Fostering College English Students' Awareness of Cultural Comparison in Chinese Classrooms

Libin Duan

The study examines the approaches to foster college English students' awareness of cultural comparison in Chinese classrooms. A survey about college students' status quo in English learning indicates that they are poor in western cultural knowledge, especially cultural comparative analysis. Therefore, based on the constructivism theory and second language acquisition theory, the study aims at exploring some effective approaches to develop Chinese college English students' cultural comparative ability. After a term's experimental teaching in the author's two classes, and data collection and analysis, it is concluded that the following approaches are effective: choose authentic materials, developing original materials, duty report, various classroom activities, self-access study, etc.
Libin Duan

Education:
From Sept. 1986—July 1990: study in Foreign Languages Institute of Qinghua University for my bachelor’s degree of arts;
Sept. 2000—June 2004: in-service study in Foreign Language Institute of Sichuan Normal University for my post

Experiences:
From Sept. 1998 until now: a college English teacher in Sichuan Normal University

Qualifications:
English professor, tutor of postgraduate students
Good command of both spoken and written English
Publishing tens of academic papers related to English language and teaching approaches

The Application of Schema Theory in College English Listening Course
Lin Zhao

Listening comprehension is a process to link schemas in one’s mind and the received information; therefore it is significant to apply the schema theory in college English listening course. Schema theory will not only effectively reform the previous teaching models, but also can enrich the teaching methods for teachers, and fully mobilize students’ initiatives and interests in listening materials. Consequently, students can acquire information and knowledge more rapidly, enhance their listening comprehension, and promote the improvement of students’ listening abilities.

Lin Zhao
1996-2000, Zhengzhou University
2001-now, Wuhan University of Science and Technology

An Action Research of an Innovative PAD (Presentation, Assimilation, Discussion) Approach to Chinese EFL Oral Teaching
Ling He

The proposed study reports on the effects of an innovative PAD (Presentation, Assimilation, Discussion) approach to Chinese EFL oral teaching. Chinese tertiary-level EFL classroom is usually large in size and featured by knowledge transmission while leaving little room for learners’ practice and participation. While Flipped Classroom or Task-based Language Teaching stresses students’ active participation, Chinese students are sometimes frustrated by the lack of guidance and unable to actively participate due to insufficient preparation. Against this background, the PAD approach was proposed (Zhang, 2014) to explore innovative teaching in the Chinese context. In essence, PAD
emphasizes that half of the class time should be spent on teacher’s presentation, the other half on peer instruction and discussion, with an interval in between allocated to learners’ individualized internal assimilation (usually out of class).

The proposed study adopts an action research design to investigate the effects of a PAD-oriented oral English class. 19 master-level non-English major students from a comprehensive university in Shanghai were enrolled in a 16-week oral English class, and the course was designed following the presentation-assimilation-discussion sequence every week. Evaluative questionnaires were distributed to collect the students’ feedback and reflective comments, and the students’ oral English data were collected in a pre-test and a post-test. Analysis of the students’ oral English data revealed significant improvement in terms of complexity, accuracy, and fluency measures. Qualitative data showed that the PAD approach was embraced by the students as they generally reported increased willingness to communicate and heightened learning autonomy. It seems that the presentation-assimilation-discussion sequence provides scaffolding for the learner, whereby active participation was fostered by guided and prepared discussion. The presentation ends with a discussion of the pedagogical implications of the PAD approach in EFL teaching.

Ling He, Ph. D. of Cognitive Linguistics is now lecturer of the College of Foreign Languages, University of Shanghai for Science of Technology, Shanghai, China. Her research interests include Construction Grammar, Applied Linguistics, and TEFL. Her journal articles have appeared on Journal of PLA University of Foreign Languages, Foreign Languages and Translation.

Enhancing Language Skills Through PBLL

Ling Ou

For a long time, English teaching in China has been believed to blame for students not being able to apply language in their study and career life, since it does not provide enough language situations for students to put what they have learned into practice. A group of teachers at Chongqing University adopted project-based teaching approach in College English in an attempt to create a setting similar to real-world contexts, in which learners could relate language learning to their everyday life, thus motivating learners to learn the language and improving their language competence. The experiment results will be analyzed in this study to find out if learners’ language skills can be enhanced through Project-based Learning from the following two perspectives: (1) Learners perceptions of the effect of project-based learning on encouraging the application of language skills and enhancing students’ language skills of listening, speaking, reading and writing. (2) Comparisons of students’ scores of the placement test with their final examination, CET 4 and CET 6 to check if students’ language skills have been improved through project-based learning. Fifty-three undergraduate students were required to work in groups to complete a series of projects. Based on Common European Framework of Reference for Languages (CEFR) and Teaching Instruction for College English Teaching(draft), a set of questionnaire will be designed, complemented by semi-structured interviews, to elicit students’ perceptions of the effect of project-based learning. The comparative study of students’ performance in different tests will be conducted to find out their progress in language learning.
Ou Ling is an associate professor at the School of Foreign Languages and Cultures, Chongqing University. She started her teaching at Chongqing University since 1991. The courses she taught include Teaching Methodology, Western Etiquette Culture, Intensive Reading, Advanced Reading and English for University Study and etc.. For recent ten years, she has been devoted to the reform of College English teaching at Chongqing University as a vice dean responsible for teaching affair at the School of Foreign Languages and Cultures. In 2012, her project Construction of Innovative English Curriculum System has been awarded third prize for Education and Teaching Reform in Chongqing. The project Application of Flipped Classroom in College English Teaching is under research and will benefit the further development of language teaching at Chongqing University.

3-PP-812-2

Influence of Interpersonal Factors on Group Dynamics in Project-based EFL Class
Ling Sun

Project-based Learning (PjBL) has been experimented in English as Foreign Language (EFL) class in some Chinese universities at the beginning of this century. In the Project-based EFL class, teachers find sometimes the group which is supposedly function well fail to produce satisfactory project fruit. Group dynamics in small groups of students may be influenced by confidence, competition and acceptance etc. This study explores the influence that interpersonal factors may have on group dynamic in Project-based learning process in EFL class in a Chinese university. Both qualitative and quantitative research methodologies were assumed in this study. Questionnaires were delivered to distinguish small groups with high dynamics and poor dynamics, followed by Interviews to these group members to figure out the most influential factors for a group to perform well. The results indicate groups with high dynamics share some common characteristics such as goal-orientation, tolerance and acceptance. in hope to call teachers’ attention to these factors when forming groups.

Sun Ling is a lecturer with the School of Foreign Languages and Culture, Chongqing university, China. The courses she has taught include college English, Second Language Acquisition, English Academic Writing, English Newspaper Reading. Her latest work include: Application of Flipped classroom to College English Reading and Writing Class supported by Chongqing Education Department (2014-present); A study on Foreign Language Proficiency Improvement and Foreign Language Learning Consulting Center Building supported by Chongqing Education Department (2012-2015); Innovative College English curriculum Building and Practice in Liberal Education, supported by Chongqing Education Department (2011-2013).

2-PP-811-7

Qualia-structure-aided Chinese NN Phrase Translation Teaching
Ling Zhao

Although NN phrases have two nouns or a head noun preceded by one modifying noun (Levi,
1979), Chinese students are often restricted to surface structure of the original and use some hieroglyphic expressions in their translations because it is difficult for them to surpass the bounds. Therefore, this paper primarily explores and highlights major issues that explicitly exhibit the interface of four qualia structures in an NN phrase translation training. 28 randomly-selected EFL learners from the Experimental Class and 29 Learners from the Control Class have translated 40 Chinese NN phrases into English, which were administered, collected, categorized and accordingly analyzed. Comparing their translations before and after the NN phrase training of qualia structures, this paper aims at investigating which structure can be of greater help to improve their translations from Chinese to English. Three hypotheses on the influence of qualia structure in the translation are wished to be confirmed. Firstly, some qualia structure helps EFL students to correctly translate NN phase. Secondly, some qualia structure contributes to the improvement of EFL students’ variety of NN phrase’s syntactic form. Thirdly, qualia structure acts as an aid to clearly memorizing NN phrase. The overall objective of this research is to find out the most effective model in EEL learner’s identification, use and memory of NN phrase and further to improve their English proficiency.

ZHAO Ling, female, Associate professor, Ph.D., research direction: Applied Linguistics. College of Foreign Languages and Literature, Wuhan University, Hubei Province, P. R. China, 420072. E-mail: lingzhao2006@126.com

Investigating Transferability of Interactional Competence: a Case Study of EFL Students at a Chinese University

Linglan Xiao

The proposed study reports on the effects of an innovative PAD (Presentation, Assimilation, Discussion) approach to Chinese EFL oral teaching. Chinese tertiary-level EFL classroom is usually large in size and featured by knowledge transmission while leaving little room for learners' practice and participation. While Flipped Classroom or Task-based Language Teaching stresses students’ active participation, Chinese students are sometimes frustrated by the lack of guidance and unable to actively participate due to insufficient preparation. Against this background, the PAD approach was proposed (Zhang, 2014) to explore innovative teaching in the Chinese context. In essence, PAD emphasizes that half of the class time should be spent on teacher’s presentation, the other half on peer instruction and discussion, with an interval in between allocated to learners’ individualized internal assimilation (usually out of class).

The proposed study adopts an action research design to investigate the effects of a PAD-oriented oral English class. 19 master-level non-English major students from a comprehensive university in Shanghai were enrolled in a 16-week oral English class, and the course was designed following the presentation-assimilation-discussion sequence every week. Evaluative questionnaires were distributed to collect the students’ feedback and reflective comments, and the students’ oral English data were collected in a pre-test and a post-test. Analysis of the students’ oral English data revealed significant improvement in terms of complexity, accuracy, and fluency measures. Qualitative data showed that the PAD approach was embraced by the students as they generally reported increased
willingness to communicate and heightened learning autonomy. It seems that the presentation-assimilation-discussion sequence provides scaffolding for the learner, whereby active participation was fostered by guided and prepared discussion. The presentation ends with a discussion of the pedagogical implications of the PAD approach in EFL teaching.

Linglan Xiao received her MA in Applied Linguistics and TESOL from Newcastle University, UK and is currently a Lecturer at Chongqing University, China. Her research interests include intercultural communication, EFL classroom interaction, L2 interactional competence and conversation analysis.

A Contrastive Analysis of Grammatical Errors in English Academic Writing from Vietnamese to Japanese Students

Linh Nguyen

As an integral part of academic essays, grammatical accuracy contributes a strategic part to the success of compositions. Therefore, the frequent occurrence of grammatical errors to some extent reduces the quality of the essays. This study investigates the most common grammatical errors Vietnamese and Japanese students make in writing English academic essays. The objectives of this study are to help foreign language learners diminish the number of grammatical errors in their writing and improve their writing skills. It might also benefit syllabus designers in developing appropriate teaching materials. The errors from descriptive essays and reflective essays written by twenty-five Vietnamese students and eleven Japanese students who are major in English were collected, classified, and contrasted. The results show that there is a significant difference of the types and the frequency of grammatical errors between Japanese and Vietnamese students besides some similar errors. It can be supposed that these errors might be the results of the inter-language interference and intra-language interference. The findings also recommend some most common mistakes which Japanese students and Vietnamese students commit which material developers should consider when compiling teaching materials.

Nguyen Thi Ton Nu Phuong Linh is a lecturer at Hoa Sen University. She has been teaching English for more than 10 years. She used to teach at high schools, colleges, universities and many language centers. Receiving an MA degree in TEFL, she usually teaches Teaching English to Young Learners, Public Speaking and English for Academic Purposes. Her interests in doing research are teacher education, and technology in teaching.

The Feasibility of Cooperative English Instruction in a Chinese Tertiary Setting

Liping Zheng

Considering China’s rich collectivist cultural tradition it would seem apparent that the Western construct of peer, small group, cooperative learning would fit ideally in a Chinese tertiary setting.
Surprisingly, this is not the case. It has experienced significant resistance, as Western educators have attempted to implement it. This paper explores this phenomenon from a cultural and pedagogical perspective. The impact of Confucian heritage culture on China's traditional education practice is examined. Current literature and interviews, of how this tradition is being carried out today in China's universities are considered. China's present university English education is assessed with recommendations for improving it. Finally, the feasibility of applying a constructivist, content-based, cognitive academic language learning approach is considered.

Liping Zheng is a vice-professor from Guangxi University of Science and Technology. I have been an English researcher and teacher for about 18 years. After years of research and learning, I have a deep and comprehensive study on applied linguistics. From 2009 to 2015, I took charge of and mainly took part in 20 different levels’ research projects. I published nine papers, 3 of them are published on national core journals, 1 is Chinese core journal on foreign language and CSSCI extended version. Working as a deputy editor, I published 2 books.

Mobile-mediation in Developing EFL Teaching and Learning in China
Liu Bing

With a digital revolution occurred in the early 1990s, advanced technologies (e.g., computers & mobile devices) started to be employed in language education (Vanderplank, 2010). Since then, information and communication technologies (ICTs) have consolidated their importance in facilitating English as a foreign language (EFL) teaching and learning (Al-Seghayer, 2001; Ciekanski&Chanier, 2008; Ducate&Lomicka, 2008). With accessibility and practicability, mobile devices have been considered as an effective communicative tool to facilitate English language education (Khanna & Singh, 2011). The present research reviews a number of empirical studies on MALL in global English language teaching-learning contexts, ICTs-mediated English language education in China. It leads to the discussion of how mobile phones can be mediated in English language education in Chinese EFL contexts to facilitate learners’ development of autonomy. On the basis of the findings gained in previous research, implications and suggestions are proposed in terms of teaching pedagogical development, modification of curriculum and future research direction in Chinese EFL teaching-learning contexts.

LIU Bing is a professor of English at College of Foreign Languages of Taiyuan University of Technology. His research includes the study of applied linguistics, translation study and intercultural communication.
The Design and Implementation of RUC-TOPE—a Study on a CEFR-based Oral Proficiency Test
Liu Li

The paper focuses on the design and implementation of RUC-TOPE (Renmin University of China-Test of Oral Proficiency in English), which is constructed on the basis of Common European Framework of References (CEFR).

RUC-TOPE is designed as an achievement test with an aim of improving students’ oral performance so that they can communicate freely with native speakers in both daily and academic situations. The test consists of three major parts, Reading aloud & Retelling (Part I), Presentation & Discussion (Part II) and Impromptu Speech & Q and A (Part III). Part I will be tested after semester one, and part II after semester two, and part III after semester three. The testing scores of each part are added together with a weighting scale of 25 percent for Part I, 45 percent for Part II and 30 percent for Part III. The final score is converted into a 1 to 6 level scale which is aligned to CEFR’s scale of A1 to C2. It is conducted in a face-to-face way with a high validity.

RUC-TOPE was implemented from 2013 and one grade (Grade 2013) has completed all the three parts of the test. The testing data indicates that the score has quite a normal distribution and well reflects students’ oral performance. It also had a positive washback effects on both teaching and learning. It affects the syllabus design, teaching contents, teaching material development, teaching methods, and formative evaluation. It also affects learning plan, learning material choice, learning strategies, and learning outcome. The paper will discuss briefly the negative effects as well.

The paper concludes that RUC-TOPE is a newly developed test and remains a great space to be improved. It has been, however, such an instrument that improves both teaching and learning qualities. It is worth making it a better one to measure properly students’ communicative competence.

Ability-based Teaching Reform in College English
Liu Lijie

The essay mainly expounded the problems existed in college English teaching and the possible solutions, given the necessity and the tasks of the reform of college English teaching.

Liu Lijie, female, born in 1970, China, master degree, associate professor, working in Zibo Vocational Institute, majoring in English Language and History, engages in the research of college English, as well as the international exchanging and cooperation.
Why Do We Need Alternative Approaches and Methodologies  
Liu Qiuyun

After considering many different approaches to teaching, we would have to create something that would meet the needs of our students. And so the 445 approaches were born after much research and efforts to create the perfect system. This system is an in and out of classroom tool that gives motivation, encourages and most important for students to help them to achieve. It is designed closely alongside international methods, inspires the students, teachers and easy to use. The 445 methodologies of teaching mode reflexing teaching philosophy extracted from modern teaching theories and teaching practices. This unique tried and tested method never fails, the whole class are constantly involved, bubbling with energy enthusiasm in an educational feast of delight.

Liu Qiuyun, female, a high-ranking teacher, who was once a Senior High School Principal and an English Teacher Researcher. Now she is a principal in Chenghan International School Shenzhen. What’s more, she was engaged as the National English Curriculum Training Expert. She has been employed as the external master tutor by the Guangzhou University Institute of foreign languages and a lecturer by University of California. She is a member of Guangdong Province Lecturer mission, a Guangdong Province evaluation expert, a judge of oral English in the entrance examination to the university and a director in English Association. She was awarded as a Guangdong province excellent teacher, a Guangdong province Ten Top teacher, a famous teacher in Shenzhen City, an excellent teacher in Shenzhen City, a Moral example in Shenzhen city, an advanced teacher of Entrance examination to the university in Shenzhen city, a “Ten Top Young Teacher” in Bao’an District of Shenzhen city, an excellent class leader in Bao’an District of Shenzhen city. She once got the first prize in English teaching competition. In addition, she published a book named “High School English School-based Teaching Construction and Implementation” by herself and published about 20 guidance series with others. She also wrote many articles, among which seven articles were awarded as the first prize, ten were published in the newspapers and magazines. She originally created “445 Class Mode”, which is popular with all the teachers and students. In recent years, she has been to America, India and some other countries to make lectures about “445 Class” methodology.

The Developmental Order in Pragmatics of Chinese EFL Learners’ Refusal Speech Act  
Liu Yan

While the number of studies on interlanguage pragmatic development is increasing in the past few years, Studies investigating the speech act of refusal in a second/foreign language have attracted relatively little attention from researchers. Furthermore, most of the studies on pragmatic development examine ESL/EFL learners of limited age groups and are restricted in the range of first and target languages. The need to include learners of different proficiency levels and to expand the range of first and target language studies investigated has therefore been advocated (Bardovi-Harlig, 2010). This article is intended to contribute to the field of research on acquisitional pragmatics by investigating the developmental order in pragmatics of Chinese EFL learners’ refusal produced by...
different proficiency level groups.

The previous literature has not reached an agreement on the issue concerning the sequencing of pragmalinguistic competence and sociopragmatic competence in the development of L2 learners’ pragmatic competence, as the related research findings reported two contradictory patterns: pragmalinguistic competence precedes sociopragmatic competence, or vice versa (Rose, 2000). This study, collecting both perception and production data, adopting a cross-sectional approach, is intended to examine the developmental order in pragmatics of Chinese EFL learners’ refusal produced by different proficiency level groups. To be specific, this study examined how EFL learners of different proficiency levels differ in their rankings of the risk of face-threat of the refusal, and in their ability to vary refusal strategies when refusing interlocutors with different social status. Results showed that the developmental order between pragmalinguistic competence and sociopragmatic competence changes as EFL learners’ English proficiency improved, suggesting that the developmental order in pragmatics of Chinese EFL learners is sensitive to learners’ level of proficiency and linguistic development.

A Longitudinal Case Study of the Culture Shock Experienced by an International Teacher and His Students in the Teaching/Learning of Writing
Liumei Wang

This presentation proposal is a follow-up study to a paper entitled “NESTs’ classroom culture shock at a Chinese university: A sociocultural Perspective” published by the authors in the International Journal of Comparative Education and Development in August, 2014.

That earlier paper examined the culture shock generally experienced by international teachers and their Chinese students of English at a third-level university in Guangdong, China: the difficulty teachers had in understanding the typical conceptions, assumptions held by students about how to learn English, and the approaches/strategies students used to learn English.

This paper, in contrast to the first, will be a longitudinal case-study, making use of both qualitative and quantitative data: surveys, written responses and interviews over the period of one academic year. It will look at this issue of culture shock from the double perspective of one particular international teacher and one particular group of students in understanding each other, in the teaching of a particular subject – writing: the difficulties they have in understanding each other’s perspective, and the extent to which they are able to come to an understanding of each other, and accommodation and adaptation to each other, in order to enable the students to learn to write in a more “English way” and so achieve success in the external writing examinations they need to take as English majors.

Finally, the paper will suggest a further follow-up study: strategies that can be adopted by teachers in helping themselves to understand the assumptions, conceptions and conventions they come with when they enter the writing class-room, and that they can adopt to enable students understand, accept, assimilate and practice a very different way of thinking and working when trying to improve their English writing skills.
Liumei Wang is associate professor in the School of Foreign Languages, Jiaying University, Meizhou City (514015), Guangdong, P. R. China. Her current research interests cover EFL teaching and culture teaching. Her recent publications include NESTs’ classroom culture shock at a Chinese university: A sociocultural Perspective. International Journal of Comparative Education and Development (2014). Email: jyuwlm@126.com.

Implement English for Specific Purposes (ESP) and Ensure English Language Learning
Liza Sharmin

The essay mainly expounded the problems existed in college English teaching and the possible solutions, given the necessity and the tasks of the reform of college English teaching.

Liza Sharmin is vice-professor from Guangxi University of Science and Technology. I have been an English researcher and teacher for about 18 years. After years of research and learning, I have a deep and comprehensive study on applied linguistics. From 2009 to 2015, I took charge of and mainly took part in 20 different levels’ research projects. I published nine papers, 3 of them are published on national core journals, 1 is Chinese core journal on foreign language and CSSCI extended version. Working as a deputy editor, I published 2 books.

Teachers’ Beliefs and Practices about ESP Teaching
Loan Mai

The study aimed at investigating teachers’ beliefs and practices about ESP teaching at Hanoi University of Industry. The objectives were to investigate teachers’ beliefs about teaching strategies applied to ESP classes, to find out the most common ESP teaching strategies used by teachers and to explore the relationship between teachers’ beliefs and practices when teaching ESP. Interviews and classroom observations were used as the instruments to collect the data. The interviews were delivered to seek teachers’ beliefs about ESP teaching strategies and classroom observations were applied to explore their actual practices. The findings revealed that the teachers’ actual practices did not always correspond to their beliefs.

Dr Mai Thi Loan earned her Ph. D. degree about applied linguistics in 2011 in Institute of Linguistics - Vietnam Scientific and Social Institute. She has been working as a lecturer of English for 15 years in Faculty of English and Post Graduate Studies, University of Languages and International Studies, Vietnam National University, Hanoi. Her research interests include Vietnamese languages, terminology, comparative language studies, linguistic structures, the teaching and learning of English, language education policy, curriculum and materials development, research methods in foreign language teaching and learning, TESOL methodology.
Learning Style, Aesthetic Experience, and Language: Their Relationship as Manifested in Students’ Written Discourse

Lota Florentino

With the emergence of the world wide web as a source of knowledge and its accessibility to any type of individual, students are exposed to a multitude of visual spectacles. Information presented in multicolored and eye-catching mediums bespeaks the trend in teaching and learning that stakeholders in the academe are expected to experience. Does exposure to these mediums (pictures, videos, artworks), otherwise known as aesthetic experience, in any way influence the learning process of a student, specifically the writing process? With the claims of researchers in the field of education that Filipino students have poor writing abilities that they carry through college, it was the main objective of the study to determine the extent of influence of aesthetic experience in the writing process of students as manifested in their writing output through the answers of four specific objectives. The overall design of the study took a quantitative approach in which a formal, objective, and systematic process where data are utilized was used. The type of quantitative investigation pursued was descriptive, and partly co-relational. With learning style as the threshold of analysis of the extent of influence of aesthetic experience on the quality of output of students, it can be said that the result is quite insignificant, except for those who are verbal who exhibited susceptibility to the influence of aesthetic experience in the aspect of presentation in the overall quality of their written output. In the overall evaluation of the written output, the students produced a written discourse displaying a skill in accordance with their level of proficiency - fair to average. It only means that interventions involving aesthetic experience can be given to any group of students regardless of learning style.

Lota O. Florentino is a Filipino citizen, born in the Philippines on May 24, 1963. She is a higher education instructor of English, Literature, Education, and Research subjects at Saint Louis University, Baguio City, Philippines. She is a Ph. D. candidate having finished her academic requirements in PhD Language Education and currently writing her dissertation for the program in the same university. She holds a Bachelor’s Degree in Elementary Education with concentration in English and a Master’s Degree in Language Education.

Using the Concept-oriented Reading Instruction (CORI) to Improve Reading Motivation, Reading Engagement, Reading Achievement, and Attitudes towards EFL Learning in the 16th Secondary School in Chengde, China.

Lu Juanjuan

This study focused on the secondary school students’ reading motivation, reading engagement, reading achievement, and attitudes towards EFL learning in the urban in China. The aim of this study was to help the secondary schools students to improve their ability of EFL learning. This study investigated the relationships between students’ reading motivation, reading engagement, reading
achievement, and attitudes towards English as foreign language learning after conducting CORI program and examined the impact of CORI program on the English learning in reading. Therefore, the CORI program was employed in this study. There were 60 secondary school students and one experienced English teacher to participate in the study. The study employed the quantitative correlation research to examine what was taking place to the students’ reading motivation, reading engagement, reading achievement, and attitudes towards EFL learning after conducting CORI; and SPSS was employed to analyze the data. The results indicated that after conducting CORI, there were moderate positive relationships between students’ reading motivation, reading engagement, reading achievement, and attitudes towards EFL learning, but there was no influence of CORI on students’ English learning in reading. Based on the findings of the study, several issues were discussed; and there were some suggestions to the future research to present.

Lujuanjuan is a TESL postgraduate student at Universiti Malaysia Sabah. Her major was Chinese Literature before pursuing her master in TESL in 2014.

Developing and Utilizing (e)Materials
Lucas Kohnke

This presentation suggests ways in which material writers can incorporate a range of online and app-based games and look at innovative ways of integrating them in their development. In this presentation we will focus on two aspects; Repurposing and Incorporating.

Self-Identity Changes and Language Learning: a Case of Senior High School Students
Luciana

As English has widely spread into young people lives, especially through their digital experiences, the issue of identity is inevitably entangled with language learning. When expressing themselves in English, these young people demonstrate their perceptions toward English and themselves. Owing to this prominent relationship, this study examined the issue of self-identity changes in relation to students’ language learning, gender, and backgrounds. Based on the adapted self-identity changes proposed by Gao, Yuan, Ying, and Yan (2007), this study employed a survey-based study inquiring students’ gender and backgrounds as well as eliciting perceptions of self-identity changes through twenty open-ended questions. The questionnaire was administered to 814 senior high schools students aged 16-18 in metropolitan school contexts. The study reported that two categories of self-identity changes stood in the first two ranks: self-confidence and productive changes implying positive reinforcement of the target and native language. As gender is concerned, female was found to have stronger agreement in self-confidence, additive, zero, and subtractive changes while male in productive and split changes. Based on the finding, gender may not relate to identity as each gender perceives both positive and negative impact of language learning on their
identity. Regarding students’ backgrounds, subtractive changes—the tendency for the replacement of native language by the target language were found to have stronger disagreement for those who have never been abroad, dislike English, use the L1 dominantly at home, and rarely use English in social media. The other four categories—productive, zero, split, and additive changes were more apparent in the case of those who have been abroad, like English, use English at home, and frequently use English in social media. The understanding toward the issue of identity would widen the view of English learning beyond competency per se but would place it as part of an individual entity.

Luciana is a tenured lecturer of the Department of English Language Education. She earned her doctorate degree in English Applied Linguistics from the Atma Jaya Graduate School. Her research interests include teacher education and teaching learning interaction.

Maintaining Enthusiasm and Motivation of Students from Disadvantaged Primary Schools in Learning English as a Foreign Language through Rich Language Learning Environment
Luh Putu Artini

In Bali, which is a famous tourist destination, people consider English as very important. This affects students’ motivation and enthusiasm to learn English. However, not all schools have the advantage of having adequate facilities and tools to support children to learn English. This paper reports the findings of an experiment on the implementation of Rich Language Learning Environment (RLLE) materials on primary schools’ enthusiasm and motivation to learn English. The number of subjects of the study was 520 students of grade 4, 5 and 6 students from six primary schools in the rural areas in Bali. The RLLE materials, which comprise six types of texts (i.e. topical vocabulary, grammar focus, everyday expression, language game, and stories), were displayed in the classroom prior to the regular English lesson and were replaced with the new materials before the next lesson started the following week. The topics of the display materials were made compatible to the lessons, so before and after the lessons students could learn independently by observing, reading, copying, and doing the tasks in their journal. This study found that the provision of RLLE had positive impacts on maintaining students’ enthusiasm and motivation to learn English. Most importantly, the implementation of RLLE materials encouraged self-directed learning of the young EFL learners in the disadvantaged schools under study.

Luh Putu Artini has over 20 years of experience in Teaching English as a Foreign Language to diverse age groups. She earned her bachelor degree in TEFL in 1987 from Udayana University, Bali and her Master of Arts in Applied Linguistics from Latrobe University, Melbourne in 1994. She finished her PhD program in English Education from Newcastle University, Australia in 2006. She is now a lecturer at the English Education Department, the Faculty of Language and Art Education, Ganesha University of Education. Her major interests are in Bilingual Education, Curriculum Development, Teaching Methods and Strategies, and Teaching English for Young Learners (TEYL).
Class Conference: a Task-based Strategy for Teaching (Essay) Writing Skills
Lusi Nurhayati

Essay writing is one important skill that should be mastered by students. However, for Indonesian students it is not an easy thing, therefore, a more structured way of essay writing teaching is needed. The study which is done in Writing 4 class aimed at improving students’ essay writing skills using creating poster, making learning log and conferencing as 3 major tasks to do. Categorized as classroom action research, this study was divided into 3 cycles. The procedures consist of planning, action and observation and reflection. The instruments used were observation guide, interview guide, portfolio, assessment rubric and camera. The data were collected using observation and in-depth interview. Data was guaranteed using democratic validity, process validity, dialogic validity, outcome validity and catalytic validity. The result shows that both learning logs and conferencing help the students improving their essay writing competencies especially in term of content, text structure, logical division, and punctuation. The other significant finding is that the students are more aware of plagiarism issue and acquire better understanding and skills of how to avoid plagiarism in writing their essays.

Lusi Nurhayati was Born in Sumedang, West Java, Indonesia. In 2003, she graduated from Yogyakarta State University(YSU), Indonesia, the place where she works now. She studied in Macquarie University, Australia from 2006-2007. Her interests are pre-service teacher education, materials development and English for children.

So Let's Have an In-depth Analysis with “So”
Lynn Besa

“So, what Im saying is…”

So is a coordinating conjunction used to connect words, phrases and clauses. Nowadays, so is widely used in speeches, reports, discussions, interviews and others. Thus, it is not only used to connect ideas but also as a starter of a sentence. According to Shah (2004), so occurs in different positions and contexts and the context gives it meaning and flavor.

So is a two-lettered word frequently used by both the learners and the teachers especially during class interactions which usually results to ambiguity. Hence, this study aims to uncover the reasons for its use, its different functions in the classroom setting and the factors that affect its use through classroom observation, recordings and interview.

Lynn M. Besa is the head of the English Department at Rizal Technological University Philippines. She handles English subjects in the secondary level and English majorship, education and research subjects in the tertiary level.

She is a candidate for Ph.D in Applied Linguistics at Philippine Normal University and is very much inclined to sociological and policies studies.
Action Research as an Agent of Change in Mongolian English Classrooms
Lynn Mallory

Less than 30 years since its introduction into Mongolia, English teaching and learning is still very much in its infancy. The American University of Mongolia received a grant last school year to train secondary English teachers in western teaching methodology. While many well-meaning NGOs and outside organizations offer teacher training seminars focused on methodology, these seminars are often presented using materials and learning theories that cannot always translate to the Mongolian context. Teachers find the ideas interesting, but they cannot replicate the practices in their classrooms because of limitations in their own language skills, institutional restraints, or even ingrained learning practices of their post-soviet era students.

In order to eliminate the disconnect between the theory and the practice, we decided to train our teachers in Action Research practices. Action Research is a cyclical process of evaluating areas of concern in the classroom, gathering data about the problem, planning an intervention, evaluating the results, and using that data to inform future action. No one knows better than the teachers themselves what weaknesses are present in their own teaching. As they participated in model classes taught by one of AUM’s instructors, the participants saw the possibilities of what their classrooms could become. Participants walked through the process of identifying areas of change and developing their own personalized plan to evaluate and improve their teaching, using resources from the model classes, methodology lectures, and our extensive library of teaching resources. This presentation will discuss the results of the teacher training project as well as suggestions for replication in other settings.

Lynn Mallory is a Director of the English Language Institute at the American University of Mongolia, where she focuses on teacher training and program development. She spent 22 years as a middle and high school English and French teacher in the US, China, and Kenya, as well as 1 year as an English Language Fellow with the US State Department in Korea and Mongolia. She holds a BA from the University of Richmond in English and French, as well as a MEd in TESOL from University of North Carolina Charlotte.

Whose English Is It?: World Englishes for Multilingual Learners
Lyster Ramos

Globalization has led to a rapid increase in the number of non-native speakers (NNS) of English who come to the Philippines to learn the language in preparation for high stakes tests (i.e. IELTS, TOEFL iBT, TOEIC). Non-native English speaking teachers (NNESTs) face the challenge of teaching English in a classroom of many voices and they have to grapple everyday with questions on how they can effectively teach students in settings that accommodate a plurality of identities. This study aims to assess selected ESL schools in Cebu City, Philippines, in order to identify multilingual learners’ needs, examine competencies, approaches and assessment tools reflected in their written curricula.
(Glatthorn, 2000), and determine common features in the existing curricula indicative of World Englishes (WE) principles.

Drawing on the concepts of World Englishes (Kachru, 1985) and Canagarajah’s (1999) paradigm shift in English teaching, the research proposes a curricular framework that is responsive to the ever-changing needs of multilingual learners and reflective of the dynamic, multifarious and pluricentric nature of the English language (Kachru, 1992). This mixed method research follows the convergent parallel design (Docherty et al., 2014) wherein qualitative and quantitative data strands are collected concurrently and analyzed independently (Creswell & Plano Clark, 2011). Following Richards’ (2001, 2013) theory of language curriculum development, the WE-based curricular framework developed in this study will hopefully inform language planning and policy decisions, promote awareness of linguistic diversity, increase tolerance of cultural differences, and develop intercultural communicative competence among learners.

Lyster Tiston-Ramos holds a Bachelor of Arts in Communication Arts (Cum Laude) from the University of the Philippines and a Master of Arts in Literature from the University of San Carlos. In 1997, she studied Language, Materials and Methodology at the Norwich Institute for Language Education (NILE) in Norwich, England, on a British Council scholarship. She served as chair of the English department (1999-2001) and Public Information Officer (2002-2006) at Cebu Normal University, where she is currently finishing her Doctor of Education in English Language Teaching. She has been an IELTS Examiner for the British Council since 2001.

**Implementing Scientific Approach to Teach English in Senior High School in Indonesia: How Effective?**

M. Zaim

Scientific approach is a teaching strategy using scientific steps in teaching subject matter at senior high school in Indonesia. Scientific approach has the characteristics of “doing science” that allows teachers to improve the process of learning by breaking the process down into steps which contain detailed instruction for conducting student learning. The activities of using scientific approach began with observation, followed by questioning, experimenting, associating, and ended with communicating. In Indonesia, the scientific approach was introduced in 2013 curriculum and has been gradually implemented since the beginning of 2013/2014 academic year. Although the scientific approach offers significant breakthrough in improving the quality of teaching English as a foreign language (TEFL) at Senior High School in Indonesia, there were still some obstacles faced by English teachers. This study aimed at investigating the implementation of scientific approach to teach English at Senior High School in Indonesia and problems of teaching and learning in implementing scientific approach. The data were collected through observation of teaching learning process and interview with the teachers and the students in two senior high schools in Padang, Indonesia. The findings showed that, among the five steps of scientific approach, the teachers were not able to implement the observing and questioning steps optimally yet. Meanwhile, in experimenting and associating the teachers have applied them well, and in communicating the
teachers have applied them optimally. So, how effective was scientific approach in improving the quality of teaching English at Senior High School in Indonesia, and what are the problems faced by the English teachers in implementing this approach?

M. Zaim was born on March 21, 1961 in Pekalongan, Indonesia. He got his Bachelor Degree in English Education at Institute of Teachers’ Training and Pedagogy (IKIP) Padang in 1984, Master of Humanity in Linguistics at University of Indonesia, Jakarta in 1993, and Doctorate in Education at University of Tasmania, Australia in 1998. He followed “Eight Week Course in Language Teaching and Language Syllabuses” in Regional Language Centre (RELC) Singapore in 1990, workshop on “Developing and Managing Teachers for Better Education Outcomes” in Beijing, China in 2007, and short course on “Quality Assurance and Quality Improvement in Education” in ACER Melbourne, Australia in 2008. He has done some researches on Linguistics and language Teaching on Minangkabau, Mentawai, Indonesian, and English language. He has presented some papers on some international seminars in South Korea, Malaysia, and Indonesia. He is now a professor in linguistics and language teaching and teaching at bachelor, magister and doctorate program at Universitas Negeri Padang, Indonesia.

A Preliminary Study of ESP in a Korean University: Key Issues and Challenges

Mae-Ran Park

In this presentation, I would like first to provide an overview of the current status of ESP in Korean colleges. ESP is understandably recognized as a field of crucial importance to Korean college students, given the increasing competitiveness of our globalized society, and, accordingly, I will examine some of the key issues and challenges facing learners and educators alike by reviewing the literature in the field. Just as we have discovered in EAP contexts, challenges exist in ESP with regard not only to fine-tuning learners’ perceived needs and goals within specific areas, but in terms of developing teacher competence. In the latter respect, I will address the role of subject knowledge in instructor expertise, examining how relevant course materials are implemented, and finally assessing the curriculum, materials and students. In addition, I will report on the results from a comprehensive survey of university students in Busan who have been enrolled on ESP courses. These include students who are majoring in medical engineering and nursing, and the goal of the survey was to highlight their perceived needs and challenges. Based on the findings, suggestions will be made on ways in which the quality of ESP programs in Korea can be improved. Insights from these endeavors will shed light on current shortcomings within the ESP field in EFL contexts, as well as offering practical solutions for rectifying existing problems in this crucial area.

Dr. Mae-Ran Park is a professor at Pukyong National University, Korea. Her research interests include ELT methodology, materials development, and teacher development. She is currently president of the Pan-Korea English Teachers Association (PKETA). Dr. Park obtained her MATESL and Ph.D. from the University of Illinois-Urbana, U.S. She served as a visiting professor at Ritsumeikan University, Kyoto, Japan, Monash University, Australia, and Harvard University, U.S. She has given numerous presentations in Japan, Australia, Malaysia, India, Thailand, the Philippines, Singapore, Hong Kong, and Vietnam.
Team Teaching with NESTs and NNESTs
Maggie Rodgers

This demonstration will cover the six different types of team teaching and briefly cover the perceived benefits of team teaching by students who attended a team taught class that consisted of one native English speaking teacher (NEST) and one non-native English speaking teacher (NNEST). The presenters will briefly discuss the results of a survey given to 52 second year medical students at a college in Mongolia which showed that 89% of the students preferred a NEST-NNEST team taught English class to a solo taught class. After eliciting participants own experience with team teaching, the presenters will then perform short demonstrations and discuss the different team teaching approaches (traditional, supportive, master teacher/beginning teacher, parallel instruction, differentiated split class, and coordinated team type). The presenters will conclude the demonstration by offering some of the reported advantages from the survey and leading a collective discussion about the advantages, disadvantages.

Enhancing Public Speaking: Adopting the Toastmasters Approach in College-Level ESL Classrooms
Makiko Deguchi

This workshop offers an innovative and effective classroom activity that adopts the Toastmasters approach to enhance public speaking and leadership skills among ESL students at the college level. Toastmasters is a social club for adults that was first founded in the U.S. to help members overcome their fear of public speaking by taking small steps to speak in front of other members using a club-meeting-style approach. Toastmasters Club has since spread internationally and can be found in 126 countries today. Applying the Toastmasters approach in the college classroom was first documented in Taiwan by Yu-chih (2008) who found that using this approach for an English oral-communications class improved students' public speaking, listening skills, and self-confidence. In this workshop, attendees will be given course materials so that they can recreate the lesson in their own classrooms. During the 4-5 week unit, each student gives a total of three different speeches (prepared speech, impromptu speech, and an evaluation speech) and are voted on those speeches by classmates. All students are assigned a role in the club meeting (such as moderator, time-keeper, ah-counter, grammarian, joke of the day, ballot counter, etc.) and thus everyone is given a chance to speak (to describe their roles and provide feedback on individual speakers). Department faculty members are invited to attend as guests which increases the formality of the club meeting. Rubrics of expected outcomes for evaluating student performance will also be provided. Results of student surveys are highly positive and students appreciate how the personal contents of the speeches brought the classmates emotionally closer. We feel that an ideal size of the classroom can range from 18 to 24,
however can be adapted to smaller classrooms by taking certain components of Toastmasters to work on speaking and building confidence.

Makiko Deguchi received her Ph.D. in cultural psychology from Boston College and is currently an associate professor at Sophia University’s Department of English Studies, Faculty of Foreign Studies. She teaches courses in English skills, cultural psychology, and psychology of discrimination. Deguchi’s research interests in English language education include designing classroom activities to enhance fluency for ESL students at the advanced level. Her other research interests include qualitative research methods, and the impact of social oppression on the psychology of both the oppressor and the oppressed.

Perceptions about Teaching and Learning of English Language: a Case Study of Pre-service Teachers of Rural Area of Pakistan

Maliha Sherwani

The present study aims to explore the perceptions of pre-service teachers of rural areas of Pakistan towards English language teaching. Moreover, the objective of this study is to find out whether student teachers find teaching and learning of English language easier or difficult. The current research is a qualitative, case study. Therefore, qualitative questionnaires, and the interviews of pre-service teachers and teacher educators have been conducted for the data collection. 38 trainees of Sufi Foundation School Hafizabad, Pakistan currently pursuing their B.Ed. degree at Ali Institute of Education Lahore, are selected for the data collection. Out of 6 student teachers and 3 teacher educators from Ali Institute of Education are chosen for the interview. The findings reveal that the pre-service teachers have got easy going attitudes and they are not intrinsically motivated for teaching. They want to pursue teaching careers in order to pass time or get material gains and respect from the society. Moreover, the trainees wish to become English teachers but on the other hand they think they do not have sufficient knowledge to teach English language.

Maliha Sherwani is an Assistant Professor and the Head of English Department in the University of Sargodha, Lahore Campus (Pakistan). She has served for many years as a Teacher Educator in Ali Institute of Education, University of the Punjab, Lahore, and University of Engineering & Technology Lahore. She has completed her M.Phil. in TESL from Beacon House National University, Lahore. Her teaching and research interest and expertise are in English Language Education, Teacher Learning, and Qualitative Research Methods in ELT and American Literature, Post-Colonial Studies and Prose in Literature.

Tap into Students’ Metacognitive Strategies Report via the Internet-mediated Contextualized English for Domestic Tourism Lessons (InConMedt)

Malinee Phaiboonnugulkij

Technology has shaped the instructional paradigm, including English for Specific Purposes
course, specifically English for Tourism. This paper advocates how students used their metacognitive strategies via an online lesson: the Internet-Mediated Contextualized English for Domestic Tourism Lessons (InConMedt) to practice their speaking ability in Thai context. The objectives of this paper were to compare total metacognitive strategies used by four groups of university students from different majors in five different tourism situation tasks and, and compare individual metacognitive strategies used by these students. The total of 34 students participated in this study, and they were categorized into four groups based on their major of study and English proficiency level. The research instruments were InConMedt consisting of five lessons categorized by tourism scenarios, strategy interview script, strategy reports and strategy coding scheme. Data were collected through stimulated recall interview and from strategy reports. Mixed method of quantitative and qualitative approaches was employed in the present study. The quantitative analysis included Kruskal Wallis test, Chi-square and descriptive statistics namely mean, standard deviation, minimum, maximum and mean rank. Qualitative content analysis from the verbal reports in the stimulated recall session on metacognitive strategies was employed in this study. The findings showed that four groups significantly and differently employed total metacognitive strategies in five tasks, $c^2(3, N=34)=10.00$, $p=.01$. However, there was no significant difference in the use of individual metacognitive strategy in five tasks, $c^2(2, N=34) =.60$, $p=.73$. The insights from the verbal report content analysis revealed significant information on how the high proficiency group effectively employed their metacognitive strategy in their speaking performances; whereas the information from the low proficiency group also shed more light in the instructional approach on how to train these students to improve their speaking ability using effective strategies.

Malinee Phaiboonnugulkij is currently an English lecturer at Nakhon Ratchasima Rajabhat University. She has earned her Ph. D. in English as an International Language, specialized in language assessment from Chulalongkorn University, Thailand. She has got the scholarship from the Commission of Higher Education for her doctoral degree. Her publications are in English for Specific Purposes field, English language instruction through technology and learning and speaking strategy used by English as a foreign language learner in Asian context. She has received a grant from the Research Institute Nakhon Ratchasima Rajabhat University to conduct this research project.

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Exploring Characteristics of English Learners with Autistic-like Traits

Mami Hoshika

Although most students with some kinds of difficulties receive educational support at resource rooms, special education classes or special education schools, according to the Ministry of Education, Culture, Sports, Science and Technology in Japan, approximately 6.5% of students in mainstream compulsory schools suffer from some kind of behavioral or learning difficulties (2012). They are considered to be students with suspected developmental disorders; however, they do not receive adequate support according to their conditions and educational needs in mainstream classrooms. There are numerous studies examining the relationship between English learning and dyslexia; however, the relationship between communicational or behavioral difficulties and English
Learning have not yet been adequately examined.

To explore the characteristics of English learners with communicational or behavioral difficulties (i.e., autistic-like traits), a questionnaire survey was conducted. Since the questionnaire was self-report style and participants should reflect on their behaviors objectively, 470 university students were selected. The questionnaire comprised of three parts: the Learning Style Preference Survey (Reid, 1998), Foreign Language Classroom Anxiety Scale (E. K., Horwitz, Horwitz, & Cope, 1986), and Autism Spectrum Quotient (Wakabayashi, et al., 2014). The relationship among autistic-like traits, learning styles, and anxiety was examined with correlational analysis and regression analysis. It was revealed that practical or hands-on group activities required social skills, imagination, and communication skills, in which the participants with autistic-like characteristics were relatively weak. Also, if the learners had difficulty switching their attention, visual support might be helpful.

Since all autistic-like traits could be found in varying degrees in typically developing people (Wing, 1981), there are learners with these kinds of characteristics in mainstream classes even though their condition is not severe. Therefore, it is imperative to ascertain the difficulties that each student has in English classes and to modify the instruction accordingly.

Mami Hoshika is a student of the doctoral course in the united graduate school of education, Tokyo Gakugei University majoring in English education. She used to teach English to students with autism, Asperger’s syndrome, attention-deficit/ hyperactivity disorder, and learning disabilities in a special needs education class of a secondary school in Japan. Her research interests include teacher education, special needs education, individual differences, and teaching young learners. She can be contacted at tono_cynical@hotmail.com

The Conflict between Test Use and Test Validity: Washback Study of Translation Tests in China

Manman Gao

Translation tests thrive in China, and the number of test takers, for instance, in CATTI and SFLICE, has increased over 200 times in 20 years. However, the research on it is very limited (Fan & Yu, 2009; Mu, 2006; Xiao, 2010). Given the widespread use of translation tests, it is crucial to investigate its washback effect on test takers and its impact on the validity. The current study focuses on one translation test in China, which is composed of three components of same weight, i.e., listening, reading and written translation (the full mark of each component is 100). Drawing on interviews of 20 students and questionnaire of 400 students, the study surveyed test takers’ test motivation, test perception, test preparation and test scores, and investigates their inter-relationship. The findings reveal that other than certification, test takers are equally motivated by the use of improving English proficiency through test preparation. Many test-takers treat it as a more advanced test of English proficiency than CET-4 or TEM-4 in China to test or enhance their English proficiency, not translation competence. The regression analysis indicates that test-takers’ test motivation can significantly predict the ways of test preparation, the sub-score of each component and total score. For test takers who focus on certification, they are more likely to be influenced by test strategy and so-called ‘test wisdom’, spend most time intensively preparing listening tasks that could be improved
within a short period, and hence obtain higher score in listening component. For test takers who aim to improve their language, they chose not to spend much time on translation task due to the perceived high standard of translation samples given. In this light, the translation component has been neglected in test preparation process and even in the test-taking process, which will undoubtedly cast negative influence the test validity, or even endanger it. The implications are discussed in relation to translation test design and the construct validity of translation competence.

Gao Manman is an assistant Professor of School of Foreign Studies at Anhui University. She majors in language education, especially on language testing and assessment. She obtained her Ph. D. degree at the University of Hong Kong, and MA degree at Tsinghua University. Her current research interests are language tests (including assessment for learning and translation tests) and language education for young learners.

A Study on the Feedback of Teacher in Improving Students’ Motivation of Learning English as a Second Language

Maoxia Yang

Motivation refers to a force or a factor which can influence people’s behaviors. No single individual difference factor in language learning has received as much attention as motivation (Dorney, 2001). According to Gardner (1959), the motivation to learn a language of another community is the primary force which takes responsibility for enhancing or hindering intercultural communication and affiliation. In general, motivation can be classified into intrinsic motivation and extrinsic motivation.

As we all know, different learners remain different in motivations, personalities and attitudes. In English teaching, a very important factor is to drive students’ motivation, and to instinct them to go further study. And What teachers address and how they behave in classroom have significantly impacts on learners’ motivations in language learning.

There are two factors which influence students’ motivation: feedback and interest.

Feedback in education refers to the information given by teachers to language learners in classroom. It demonstrates the attitudes of teachers towards learners performance in class. Teaching and learning should be regarded as a whole process, in which they are in close relation with each other. Teachers are considered to be both as sources and receivers of feedback. So teacher’s feedback is a very important factor in improving students’ motivation. Another factor is interest which will to a large extent determine whether students can focus on the class.

This essay is a study researching college students’ learning English. This essay demonstrates that there is a close relationship between teachers’ motivation, students’ interest and students’ motivation, and provides some suggestions on teachers giving appropriate feedback and making students more interested in the class.

Maoxia Yang graduated from Nanjing Normal University in 1999 with a Master’s Degree in English Language and Literature, she has been working as a College English teacher in Southeast University.
for 16 years. With great interest in intonation and teaching, her colleague and she have been analyzing intonation patterns of Chinese EFL learners for about 3 years.

Acoustic Analysis of Chinese EFL Learners’ Intonation Patterns of Three Types of Tag Questions
Maoxia Yang

The present study investigates the intonation pattern of Chinese EFL Learners on the production of three types of English tag questions. The participants were 4 native speakers from America and 12 college students (non-English majors) from Nanjing. All participants were asked to read situational dialogues containing 9 tag questions (3 types in total: informational, confirmatory and peremptory tag questions), and their reading were recorded. Based on Halliday’s 3T system, with the help of Praat and the measurement of pitch range, pitch average and speaking rate, the following results were obtained by analyzing the recordings. 1) Tonality: compared with native speakers, learners tend to depend more on pause than on other acoustic cues to identify IP boundaries. They prefer to divide each tag question into more but shorter intonation phrases as well. 2) Tonicity: improper placement of nucleus is quite common among learners. Native speakers put the nucleus on the auxiliary verb in all three types of tag questions whereas learners tend to make the personal pronoun as the nucleus. 3) Tone: the majority of the learners (77.8%) and all the native speakers (100%) use rising tone in informational tag questions; 27.8% of learners and 75% of native speakers use falling tone in confirmatory tag questions; 11.1% of learners and 87.5% of native speakers use falling tone in peremptory tag questions. This suggests that Chinese EFL learners are not able to make proper tone choices of tag questions in accordance with their different attitudinal functions.

Maoxia Yang graduated from Nanjing Normal University in 1999 with a Master’s Degree in English Language and Literature, she has been working as a College English teacher in Southeast University for 16 years. With great interest in intonation and teaching, her colleague and she have been analyzing intonation patterns of Chinese EFL learners for about 3 years.

Raising English-Indonesian Bilinguals in Indonesia: From Theory to Practice
Margana Margana

For the last two decades the establishment of bilingualism taking English language as one of the target languages, has become the main concern of expanding English speaking countries including Indonesia because of its function as the global language. This relies on the theory that establishing English-Indonesian bilinguals in Indonesia in particular, could generate qualified and competitive Indonesian citizens who are superior in terms of handling the global communication practices, having intercultural awareness, and holding global perspectives. Those benefits are believed to be the properties to engage in the global context. Also, being English-Indonesian bilinguals is believed to strongly mind the link of symbols, concepts, and referents so that bilinguals could succeed in
the meaning making of English texts and in the English language attainment. The establishment of being bilinguals is of great importance for Indonesian people to cope with global communication distractions due to their insufficient English language proficiency which directly or indirectly retards the attainment of the information and technology development. To do so, the Indonesian government via the Ministry of Education and Culture has made some policies and utilized a great number of efforts to successfully raise English-Indonesian bilinguals. Added to this, there is also awareness of some related parties such as societies, families, institutions, and the like to contribute the success for the establishment of the English-Indonesian bilinguals in Indonesia. With regard to the benefits of being bilinguals above, this paper is going to explore the framework of the establishment of the English-Indonesian bilinguals in Indonesia followed by some practices of how to establish the English-Indonesian bilinguals.

Margana is a lecturer of English Education Department at Yogyakarta State University (YSU). In 1993, he graduated from YSU for his bachelor’s degree. In 1999, he obtained his first master’s degree in Linguistics from University of Gadjah Mada (UGM). In 2003, he attended a Graduate Certificate program at University of Newcastle, Australia obtaining a GradCertAppling in Applied Linguistics. In 2006, he got the second master’s degree in Applied Linguistics from University of Newcastle, Australia. In 2012, he obtained his doctoral degree in Linguistics from UGM. His interests include SLA, bilingualism and multiculturalism, code-switching, applied linguistics, discourse analysis, and pragmatics.

Enhancing Public Speaking: Adopting the Toastmasters Approach in College-Level ESL Classrooms
Margaret Kim

This workshop offers an innovative and effective classroom activity that adopts the Toastmasters approach to enhance public speaking and leadership skills among ESL students at the college level. Toastmasters is a social club for adults that was first founded in the U.S. to help members overcome their fear of public speaking by taking small steps to speak in front of other members using a club-meeting-style approach. Toastmasters Club has since spread internationally and can be found in 126 countries today. Applying the Toastmasters approach in the college classroom was first documented in Taiwan by Yu-chih (2008) who found that using this approach for an English oral-communications class improved students’ public speaking, listening skills, and self-confidence.

In this workshop, attendees will be given course materials so that they can recreate the lesson in their own classrooms. During the 4-5 week unit, each student gives a total of three different speeches (prepared speech, impromptu speech, and an evaluation speech) and are voted on those speeches by classmates. All students are assigned a role in the club meeting (such as moderator, time-keeper, ah-counter, grammarian, joke of the day, ballot counter, etc.) and thus everyone is given a chance to speak (to describe their roles and provide feedback on individual speakers). Department faculty members are invited to attend as guests which increases the formality of the club meeting. Rubrics of expected outcomes for evaluating student performance will also be provided. Results of student surveys are highly positive and students appreciate how the personal contents of the speeches
brought the classmates emotionally closer. We feel that an ideal size of the classroom can range from 18 to 24, however can be adapted to smaller classrooms by taking certain components of Toastmasters to work on speaking and building confidence.

Margaret Kim earned her B.A. from the University of Michigan in Asian Studies/Japanese Language and an M.A. from the School for International Training in Teaching English as a Second Language. She has taught English as a Second Language in the United States, Cambodia, Malaysia, South Africa, and Japan. In Japan she has taught at various universities including Tokyo Jogakkan, Kwansei Gakuin University, Doshisha Women’s College, and currently teaches at Kobe College. Her focus of research is on public speaking, cross cultural communication, migration studies and gender issues.

Dictionary of Essential Biota Among Agta of Alabat Island, Quezon Province

Maria Azela L. Tamayo

The study aimed to look into habitual indigenous language used by the Agta vis-à-vis wildlife with aesthetic value, domestic and medicinal activities; to generate a dictionary of essential biota used by the Agta. This study is participatory action research method which applied both quantitative and qualitative data. Quantitative data primarily comprised of the demographic data from the census of simple demographics of the respondents while the qualitative data focused on defining concepts and social constructs through interview and focused group discussion (FGD). The locale of the study was the Aeta community in Alabat, the first district of Quezon. There were five elderly from the Agta in Alabat Island who acted as participants of this study for they were the ones who still use the indigenous language. Based on the findings, a small number of Ayta speaks an indigenous language called Inayta, younger generations do not use Inayta anymore but understand some words and expressions. Partial traditional aspects of Ayta lives are present, due to their tiring farm-related work as laborer, they even regulated to plant trees that attract animals that are the sought-after sources of subsistence even the useful plants for immediate needs for medicinal use. The recorded information gives us an important lesson vis-à-vis reasoning assets of Ayta younger generation have to be viewed and evaluated taking into consideration their Inayta language parallel to their ecological and cultural contexts that place very different demands on day-to-day life. Moreover, there is sufficient Inayta language knowledge among elders of the community around the Ayta of Alabat on medicinal plant species, domestic value and aesthetic influences to contribute not only to a sustainable provision of floral and faunal species but also a potential to share this knowledge beyond mutual language in the Philippines. Imperative message can be developed by releasing such information from the monopoly of a few to the wider population through an “accelerated” social construction process relative to public awareness campaigns and agendas that will save this dwindling language.
Development and Validation of an AI Based Courseware for Teaching English Communicative Skills

Maria Azela Tamayo

This paper developed and validated an AI based courseware for teaching English communicative skills. A need assessment was conducted to determine the content to create an AI based courseware. A draft of the courseware was developed and subjected to evaluation. IT experts, English Language teachers and students participated in the validation of the system. Survey questionnaires, pretest, post test and evaluation instrument were used in gathering information. Results showed that the target learners’ communicative needs assessment is important basis for the creation of an AI-based Courseware for teaching English communicative skills, the needs concerned on grammar, pronunciation, vocabulary, spelling. The designed syllabus considered lessons and activities which aim to address the identified needs of the target learners. The AI-based Courseware, as an instructional material in teaching English communicative skills is helpful, real, relevant, accurate, useful, measurable, provocative, authenticate, flexible, and well-defined. Furthermore, interactive learning module material is attractive in terms of drawing, font size, layouting, color and sounds.

The AI-based courseware contains a variety of teaching strategies and styles which made it user-friendly, functionally suitable and secure, perform efficiently, maintainable and portable; and compatible and reliable. Moreover, this interactive module stimulates learner’s interest, relates to the past experiences of the learners, enhances the learner’s knowledge skills and attitude, improves the learner’s understanding of the lessons. The pretest and posttest indicate that students improved their scores through the interactive module. With this, the proponents concluded that the system is feasible for implementation.

MARIA AZELA L. TAMAYO is an assistant Professor IV (C) in the College of Arts in Sciences at Manuel S. Enverga University Foundation, Lucena City, Philippines. She is presently at the dissertation stage in PhD in Reading Education at Philippine Normal University. She earned her Master of Arts in Education Major in English in 2007 at MSEUF; and Bachelor of Science in Development Communication in 1999 at University of the Philippines- Los Baños. She attended trainings on research writing, textbook writing, and language and literature teaching. She made researches, as principal author on developing dictionary of essential biota among Agta of Alabat Island, Quezon Province in the Philippines; and on developing AI-based courseware for teaching English communicative skills. She was a Faculty Exchange in the Institute of Communication and Technology, Thai Nguyen University, Thai Nguyen City, Vietnam in 2012. Prof. Tamayo is a board of member of the Humanities, Social Sciences, and Communication Council of Deans Region IV-A (HUSOCOMM IV-A, Inc.); member of Reading Association of the Philippines; AsiaTEFL; and a lifetime member of the American Studies Association of the Philippines (ASAP).
English for Asians, English for All: Building Bridges in Multilingual Classrooms
Maria Luz Elena N. Canilao

Nobody has a monopoly of the English language in the twenty-first century. No culture has an exclusive right to English. No community has an absolute claim on English. English is owned not just by one country, but by the rest of the world (McKay, 2006). English is now considered a global language, and it has become a collective tool for international and domestic communications in numerous parts of the world (Rubdy & Saraceni, 2006). As English continues to evolve as a common language, speakers will use it to signify various dimensions of their identity and they will welcome non-native English speaker accents (Graddol, 2006). Many Asians, indeed, have decided to own English and mix it with their local languages. Asian Englishes have emerged. Among them is Philippine English, and it is interesting to note how most Filipinos have appropriated English into their linguistic repertoire. English has enriched local languages significantly in the Philippines (McFarland, 2008). However, the privileging of English has been widespread in Southeast Asia where it is considered as “the major language of modernization, knowledge and globalization,” and local languages have been sidelined because of this practice (Kirkpatrick, 2010, p.19) despite efforts by the Southeast Asian Ministers of Education Organization (SEAMEO) to promote the use of the mother tongue as a language of instruction (Kosonen & Young, 2009). In the Philippines, for instance, while the Mother Tongue-Based Multilingual Education (MTBMLE) Policy has been institutionalized, studies have revealed that English remains to be the preferred language among students, teachers, and parents (Gallego & Zubiri, 2011; Paulson Stone, 2012). One investigation showed that there was a notable resistance towards the use of the mother tongue as the medium of instruction in the primary grades because “knowledge of English was equated with privilege and the opening of opportunities. Some participants discussed inequalities that separate English and non-English speakers” (Burton, 2013, p. 77). Given this view of English, how can linguistic equality be promoted in multilingual classrooms here in Asia? How can learners appreciate their unique identities through the English language? How can English be transformed into a source of empowerment that builds bridges between various cultures? In this presentation, I address these questions by espousing the translilingual paradigm (Canagarajah, 2006a; 2006b; 2013); by describing teachers’ translanguaging practices in multilingual classrooms; by examining a class observation I conducted in a public elementary school in the Philippines; and by drawing insights from my own experiences of teaching Asian students and other learners from other cultures. The translilingual orientation counters the monolingual position by creating spaces for different languages and varieties in academic settings to give students and teachers a strong voice and a free choice in the classroom. It provides other avenues that learners may take in expressing themselves more creatively and communicating more effectively with language users from diverse cultures. It accepts new linguistic codes that surface from the contact between English and other languages without ignoring prescribed standards. It views languages as complementary channels that speakers use to negotiate meaning, not as opposing forces that limit the interaction between interlocutors. Translanguaging practices by educators in multicultural contexts have demonstrated how English can be used side by side with children’s home languages to enhance the learning process. To boost literacy and enhance intercultural awareness, the students’ first language and indigenous culture are utilized. The transition from the monolingual
view to the translanguaging perspective that supports the use of cultural and linguistic resources is, therefore, essential in introducing improvements in English Language Teaching (ELT). My own study on the place of English in mathematics teaching in the Philippines has brought to light how a combination of languages may enliven lessons. My discoveries have convinced me to pursue the translanguaging direction and follow translanguaging models in redesigning my English language tasks for my local and international students in the tertiary level. I have witnessed the liberating powers of English that may be unleashed with the help of the students’ mother tongue and native culture. English should not be a straightjacket but a springboard that inspires innovation. It should not be a stumbling block but a building block that aids achievement. It should not be a divider but a link that extends equality. It is not only for a chosen few, but for everyone else who chooses to use it to connect with the world. This presentation, thus, focuses on the movement towards ELT that regards diversity as a potent pedagogical instrument. It emphasizes the importance of exposing learners to the various flavors of English and encouraging them to spice up these flavors with their own languages. It highlights the importance of turning barriers into breakthroughs in multilingual classrooms.

Maria Luz Elena N. Canilao is an educator, mentor, and researcher at the Ateneo de Manila University. Len is a trainer and consultant of the Ateneo Center for English Language Teaching (ACELT). Her works focus on multilingual education; language planning and policy; language teaching principles and practices; and materials development. She received her bachelor’s degree in communication, her master’s degree in English, and her doctoral degree in English language and literature (ELL) from the Ateneo de Manila University. She earned a certificate of advanced studies in the communicative teaching of English from Lancaster University. Her teaching career began at the Ateneo de Manila High School (AHS) where she taught English composition and literature and served as the chair of the English Department. She currently teaches English communication skills to undergraduate students and ELT and ELL courses to graduate students. She has worked with various institutions including the Ateneo Center for Educational Development (ACED), Ateneo Language Learning Center (ALLC), the British Council Philippines, and the Department of Education (DepEd Philippines).

English as Lingua Franca in Southeast Asia

Maria Rita Geezel Torres

Recognizing the vital role of ELF in the ASEAN community, this study explores and understands our very own students’ attitudes and identities towards ELF a. Results of the study present pedagogical implications to the teaching of English as a Lingua Franca.

Maria Rita Geezel Torres is an English instructor at the University of the Philippines Los Banos.
“Let’s Talk About the Book!” – Teacher and Child’s Responses towards the Implementation of Dialogic Reading in EYL Classroom
Maria Teodora Ping

Dialogic reading is defined as a reading activity in which adult and child have a conversation about a book; the adult and child switch roles so that the child learns to become the storyteller with the assistance of the adult who functions as an active listener and questioner (Whitehurst, 1992, Trivette and Dunst, 2007). Various instructional strategies at applied by adults (parents and/or teachers) as learning input to the children during dialogic book reading activity are believed to promote the children’s language learning. Of the many previous researches done related to dialogic reading, little is known yet about the implementation of this practice in the Asian context, in which English is mostly learned by children as a foreign language, especially in Indonesia. Therefore, this current study was done to investigate dialogic book reading implementation in the Indonesian EFL/EYL research context as well as the teacher’s and children’s responses towards the implementation. The results of the observation showed that there were potential learning contexts during the dialogic reading activities. Meanwhile, from the point of view of the teacher, implementing dialogic book reading activity was a great challenge. The procedure of dialogic reading started with the training, followed by selecting the books, and planning on how to introduce; read and close the books by applying ‘PEER’ (Prompting-Evaluating-Expanding-Repeating) and ‘CROWD’ (Completion; Recall; Open-ended; Wh-prompt; Distancing) strategies. The more familiar the teacher on particular strategies and procedures used in dialogic book reading activities, the more interactive the session of reading activities that the teacher and the children had. Furthermore, children seemed to enjoy the reading activities and they talked as well as interacted along during the reading activities.

Exploring Similarities in Teaching Philosophies among English Language Teachers in Malaysia and the Philippines
Marianne Rachel G. Perfecto

What does it mean to be an English language teacher? How does an understanding of teaching philosophy relevant to understanding teacher behavior? Teaching philosophies are documents in which teachers express their beliefs and approaches in teaching. The documents provide information on teachers’ behaviors in the classroom and reasons for them to do so (see Bookfields, 1990 & Peters, 2009). The purpose of this exploratory study is to compare English language teachers’ identities through an analysis of their teaching philosophies. In particular, it aims to answer what kind of teacher identity is revealed in the teachers’ philosophy and how the teaching philosophy influences the language teachers’ teaching practices. The data of this study came from five English language teachers each from Malaysia and the Philippines who volunteered to participate in the study. The findings indicated that all teachers in this study assumed multiples identities in the classroom and these roles changed depending on their students. Their teaching philosophies influenced several aspects, namely, interaction with students, teaching environment, school culture, teaching...
approaches, and views on English language. This presentation will end with raising discussion points on implications of incorporating teaching philosophy in teacher development and directions for future research.

1-S-825-1

How Shall I Put It in English? Talking about Home Culture
Marina Rassokha

The issues of developing students’ intercultural skills and appropriation of culture through English have become central in many special publications and conference talks. Nowadays, there is little argument about the need to teach home culture along with a target culture and language. However, a continuing debate about the goals, cultural content of teaching materials, methods, and learning outcomes is still open.

This paper identifies the need for a special course which teaches EFL students how to talk in English about their home culture. More specifically, the presenter is going to discuss a recently developed course The World of Russian Culture in English for the students of interpreting and translation. This course has been designed for second-year students enrolled in the Master’s Degree Program Translation as a dialogue of languages and cultures.

The paper focuses on several major themes. First, it provides the course outline and relates it to curriculum content. Second, it discusses the syllabus design, the process of materials selection, as well as types of activities that cater for the precise students’ needs to be fluent in English while talking about their culture. Then, it addresses learners’ motivation to perform content-based tasks engaging students to reflect on their own culture in a real and meaningful way. It also investigates an application of a competency-based approach to language and culture training particularly in regard to students’ linguistic and cultural professional competences. Finally, the presenter reflects on pedagogical decisions and objectives that have to be placed at the forefront. Among them, there is an issue of ownership of English that moves the focus on EFL learners who increasingly use English in communication with other non-native speakers; conceptualization of English as an instrument of EFL learners’ self-expression and as a vehicle for translating speaker’s cultural identity.

Dr. Marina Rassokha is a professor of English at the Department of Linguistics and Intercultural Communication, School of Regional and International Studies of the Far Eastern Federal University, Vladivostok, Russia. Her main research interests are in the theory of cross-cultural studies, intercultural teaching, and Germanic Philology. She is currently vice-president of FEELTA and a regional representative of Asia TEFL.
What Can Japan Learn from Language Education Experiences in the Basque Autonomous Community in Spain?

Martin Parsons

The Basque language is a non-Indo-European language spoken in a small region of Europe, straddling the border between Spain and France. After long periods of indifference and even repression in both France and Spain, Basque became a co-official language in the Basque Autonomous Community (BAC) in Spain following the adoption of the 1978 constitution. Bilingual teaching models were adopted with the goal of reviving and normalising the language. One of the early goals of this effort was to create a population which would be functionally bilingual in both Spanish and Basque. In recent years, a trilingual approach, encompassing Basque, Spanish and English has been adopted in many schools in the region, in which content and language integrated learning (CLIL) approaches have been instrumental. Japan and the BAC share a number of linguistic and cultural similarities, which suggest that the language education experiences in the BAC may represent a valuable example for Japanese educators and educational policy makers to explore when considering English language education policy and practice in Japan.

Martin Parsons is currently an associate professor of English at Hannan University. His research interests include content and language integrated learning (CLIL), primary school English language education, and English language education policy.

Learning Styles Among Non-native Speakers: a Comparative Study of Chinese and Iranian EFL learners’ Perceptual Learning Styles

Maryam Banisaeid

The purpose of the study is to investigate and compare Iranian and Chinese EFL learners’ perceptual learning style with their age, gender, and years of study English. The total sample of the subjects included 331 EFL learners (46.5% Chinese and 53.5% Iranian) fill Perceptual Learning Style Preference Questionnaires (PLSQ). Descriptive and inferential statistical analysis showed that Iranian EFL learners are more visual and auditory, while Chinese EFL learners prefer tactile and kinesthetic styles. The study results regarding age and degree (Masters and Bachelors) revealed that older learners and students of Master degree prefer more perceptual learning styles. Also, there is no significant difference found between females and males scores of the scale. At the end some implication is considered.
Assaying and Extrapolating from the Challenges of Launching an ELF Program

Masaki Oda

Our proposed paper concerns the challenges surrounding the launching and management of a campus-wide English as a lingua franca (ELF) program at an established private university in Tokyo, Japan. The adoption of an ELF paradigm represents a novel and innovative approach to English language teaching (ELT) in the Japanese situation, considering that ELT in Japan has traditionally been steeped in native speakerist beliefs and practices reminiscent of Holliday's (2005) description of English-speaking Western TESOL, while demonstrating a strong partiality to monolithic conceptualizations of American English and culture. Although ELF constitutes a crucial landmark departure from English-speaking Western TESOL, there remain vestiges of its outmoded practices that have proven very difficult to eradicate. It will be seen that these vestigial practices are very much associated with: (1) a desire to preserve the status quo among teachers unwilling or disinclined to accommodate the new professional beliefs that come with ELF; (2) beliefs that ELF can actually pass off as a newly-draped, but fundamentally unaltered, form of English-speaking Western TESOL, whose practices might also be seamlessly and unnoticeably transferred into (or superimposed on) ELF; and (3) misplaced or mistaken assumptions of language teaching as what noted critical educator, Paulo Freire, calls a 'banking' approach to education that assumes students' positioning as deficit learners, accompanied accordingly by reductionist pedagogies. It will be argued in this paper that while change will be difficult, ELF philosophy and practice are, in fact, much better poised to facilitate more liberating and transformative understandings of: (1) student and teacher subjectivities, as well as (2) English in its current role as a common language of communication, than those afforded by English-speaking Western TESOL.

Masaki Oda is a professor of Applied Linguistics and Director of the Center of English as a Lingua Franca, Tamagawa University. His primary interests are sociopolitical aspects of Language teaching, Teacher education and Learner beliefs. He is a vice president of AsiaTEFL and Director of International Affairs of JACET.

Effective, Cost-efficient and Exciting Online Workshop Using Video Streaming and Skype Textchats for English Teaching Professionals

Masami Kikuchi

The issues of developing students' intercultural skills and appropriation of culture through English have become central in many special publications and conference talks. Nowadays, there is little argument about the need to teach home culture along with a target culture and language. However, a continuing debate about the goals, cultural content of teaching materials, methods, and learning outcomes is still open.

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developed course The World of Russian Culture in English for the students of interpreting and translation. This course has been designed for second-year students enrolled in the Master’s Degree Program Translation as a dialogue of languages and cultures.

The paper focuses on several major themes. First, it provides the course outline and relates it to curriculum content. Second, it discusses the syllabus design, the process of materials selection, as well as types of activities that cater for the precise students’ needs to be fluent in English while talking about their culture. Then, it addresses learners’ motivation to perform content-based tasks engaging students to reflect on their own culture in a real and meaningful way. It also investigates an application of a competency-based approach to language and culture training particularly in regard to students’ linguistic and cultural professional competences. Finally, the presenter reflects on pedagogical decisions and objectives that have to be placed at the forefront. Among them, there is an issue of ownership of English that moves the focus on EFL learners who increasingly use English in communication with other non-native speakers; conceptualization of English as an instrument of EFL learners’ self-expression and as a vehicle for translating speaker’s cultural identity.

Mr. Masami Kikuchi has long been an expert in video communications for cultural exchange and distance education, using video conferencing systems and video streaming technology, as well as Skype communication. His career spans from SignComm(TM), a series of sign language events between Japanese and Americans using video conferencing systems, Live music concerts online, using the state-of-the-art video streaming and discrete audio settings, and Online Workshops (TM), a series of workshops for English education people in Japan using video streaming technology and Skype (type chats), just to name a few.

Reforming English Component of University Entrance Examinations in Japan
Masayoshi Kinoshita

As part of the process of globalization in Japan, learning cross-cultural understanding and conversation are needed. In addition, improving English as a lingua franca is crucial for Japanese people. In the near future, it is clear that Japanese people will increasingly be in a society in which they cooperate with and compete with multicultural, multilingual and multiethnic people. Subsequently there will be more opportunities to communicate with other peoples in English. Hence, several improvements of the new English education in Japan have been implemented. One of them is evaluating the four English skills of high school students. The aim of this study is to investigate the possibility of utilizing existing English proficiency examinations for university entrance examinations in Japan. Firstly, we look at current English education policy in Japan and the current state of English on university entrance examinations. Secondly, we investigate the reformed English component of university entrance examinations and how the new policy of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) is reflected. Thirdly, the potential for English proficiency examinations for university entrance examinations is examined. In particular, speaking tests on English proficiency examinations are compared and analyzed. Finally, the feasibility of utilizing existing English proficiency examinations and or a new English examination by
MEXT for university entrance examinations are considered.

Masayoshi KINOSHITA is a formerly Professor at Fukuoka International University. He was a Steering Committee Chair of the 4th Asia TEFL International Conference at Seinan Gakuin Univ., Fukuoka, Japan, in 2006. He is an Adviser of JACET (The Japan Association of College English Teachers). He is an Honorary President of LET (The Japan Association for Language Education & Technology). He is a Director of JLTA (The Japan Language Testing Association). He is a Chair of JACET SIG (Special Interesting Group) “The Study Group for English Education in East Asia”.

Developing EFL Language Learners’ Grammar Knowledge (Adverbial Clauses)
Implementing Autonomous Approach
Massoud Tajadini

An experimental study was carried out to examine the effect of autonomous language learning approach on developing the grammar knowledge of the EFL learners (Conditional Clauses). To this purpose and as an experimental method of research, two groups of learners were chosen to participate in the experiment. To meet the necessary qualities of a true experimental method, the researcher tried to meet certain criteria in terms of sampling procedure, instrumentation, treatment as well as implementing suitable data analysis techniques. Two groups of EFL learners were established each with 18 subjects. The first group made up the experimental group (EG) and the other made up the control group (CG), male and female, aged from 16 to 18. Three types of instruments were used to collect the data: The Oxford Placement Test to homogenize the given population, a test of adverbial clauses to tap the initial and final level of the subjects before and after the experiment, and a using interview to seek the attitude of the learners on the practicality of autonomy in the language class. Both groups were exposed to a two and a half months teaching course all together 18 sessions. All conditions in terms of the instructor, the materials and the length of the course were similar and controlled by the researcher, the only difference lied in practicing autonomy for teaching and presenting adverbial classes for the EG while the CG was instructed using teacher-based language learning strategy. Based on the achieved results, it was proved that autonomous language learning facilitated the process of grammar acquisition. Regarding the goal of the study, enough emphasis was given to the role of the learners by exposing them to individual learning. The results revealed more improvement in the learners in the EG. The learners on the whole expressed their satisfaction being instructed using autonomy as a teaching procedure.

Massoud Tajadini, PH.D. in ELT. He has been the staff member of the Islamic Azad University, Kerman Branch since 1990. He has taught both BA and MA EFL learners. His is interested in teaching grammar, writing, teaching and testing theories, error, contrastive analysis and has published a few books and papers.
3-PP-821-5

Bringing Smiles to Marginalized Adolescent Girls Through English and ICT
Masum Billah

This talk will demonstrate how linguistic capital and technological skills help the disadvantaged adolescent girls from rural community for their empowerment and the development of social capital. This session will also highlight BRAC- British council led innovative project of managing and transferring knowledge through technological interventions in community based adolescent clubs where English is taught through cross age peer tutoring and how they improve their life chances.

Masum Billah is Program Manager of BRAC Education Program and Vice-President of Bangladesh English Language Teachers’ Association (BELTA). He conducts and coordinates secondary level English teachers’ training, develops materials, Master Trainers and regularly writes columns for English and Bengali newspapers highlighting the issues of education .He graduated and took Masters in English from Jahangirnagar University, Dhaka. He is a member of Asia TEFL, IATEFL and TESOL and presented papers in various national and international conferences. He received the prestigious TESOL President Award (2012) for conducting English training successfully and innovatively for the secondary level English teachers of Bangladesh.
Email: masumbillah65@gmail.com

2-PP-810-6

Native or Non-native Teachers?
Matasam Al-Raaisi

A major question worrying language teaching institutions is whether they should hire native or non-native teachers. Some educational policy makers find teaching languages and its people’s culture is inseparable, therefore, they prefer native teachers over non-natives teachers. On the other hand, non-native teachers, especially the local ones, know their students better and thus they are most likely to meet their needs. This presentation focuses on Omani students’ preference rather than institutional decisions. A sample of 60 students were chosen from the Language Centre at Sultan Qaboos University to fill in a questionnaire, and later, 10 were interviewed.

Matasam is a language lecturer at Sultan Qaboos University in Oman. He received his BA from SQU in TESOL and did his MA in the UK, from the university of York. He is interested in classroom interaction and teacher professional development.
Engaging Students through Peer-Assisted Learning (PAL)
Matthew Armstrong

Feedback is one of the most powerful tools teachers can use to help engage learners with class material. However, depending on class size and numbers of students being taught, it may be difficult for teachers to give high quality, detailed feedback, while at the same time maintaining a positive classroom atmosphere. Peer-assisted learning (PAL) has been proven to be an effective method of giving and receiving feedback in writing courses; however, there are still many teachers today who give feedback solely in a teacher-directed style. With fewer students, this method is satisfactory; however, with large numbers of students, an alternative approach is required to maintain the amount of feedback without sacrificing quality. This study takes place in a tertiary institution in Japan. Three hundred students, across eight different faculties, participated in the study. The 15-week course was a basic writing course, which was the prerequisite to a more advanced course in the following semester. As such, being able to get detailed feedback on writing was essential in order for students to acquire the range of skills and knowledge needed to participate effectively in the later course. A survey was given to students to determine which method of feedback was most beneficial in helping students to improve writing: teacher-feedback only or a blend of PAL with one-to-one teacher instruction in class. Results showed that 75% of students felt more engaged with the writing tasks through the PAL system, especially with regard to affective, cognitive, metacognitive and pedagogic factors. A key recommendation for teachers therefore, is to understand their role in providing a comfortable, non-threatening learning environment and to identify the best method in which students learn class material so that it can be firmly built into the basic structures of the academic institution.

Matthew Armstrong has taught at Kyushu University in Japan since 2006. He has worked as a teacher in TESOL for over 16 years and currently conducts research in Academic Writing and Learner Psychology. In particular, he is interested in learner value assessment and action research incorporating Lev Vygotsky’s Zone of Proximal Development and social constructivist theories.

Role of Head Teacher in Teacher's Professional Development (TPD)
Md Nurunnabi

The role of Head Teachers (HTs) is crucial for the Teachers’ Professional Development (TPD). Recognizing this English in Action (EIA) has involved the Head Teacher (HT) in its teacher development programme with a view to support the teachers in professional development. This study will look at whether teachers felt supported by their HT and whether that contributed to their professional development including changes in classroom practices. Data is collected from 84 English teachers randomly selected from urban, semi-urban, and rural areas of Bangladesh. All the teachers responded to a questionnaire. In addition, semi-structured interviews were conducted with a selected group (14 teachers). The findings of the study reveal that the teachers are supported by the
HTs in many ways which is facilitating their professional development. However, the teachers felt that more can be done by the HTs, for example, more classroom visits followed by feedback on their classroom teaching could have added value.

1-W-815-2

Let's Play! Teaching through Games
Meghan Fatzinger

Games provide students with authentic reasons to communicate in English and give students opportunities to practice their language skills in a low stress environment. We all know how vital it is to lower the affective filter in order to promote language production. In this workshop, participants will play 15 games that they can use in their own classrooms. This workshop uses a multi-media PowerPoint presentation to lead participants through a variety of interactive games that can be used in a foreign language or second language classroom. This workshop will require participation! Geared towards collaboration and idea exchange, this workshop encourages participants to connect and share ideas with one another. Participants will be able to play 10 games by the end of the workshop, many of which require little to no preparation or materials. For example, in Back to the Board, one student faces the class. Behind the student is an image. The class shouts out adjectives and descriptive phrases or sentences to get the student facing them to guess what image is behind them. A correct guess earns points for their team. Participants would be able to discuss modifications, do some troubleshooting, and discuss how this game could work in their classroom. Participants will be able to receive a digital copy of the PowerPoint presentation as well as a notes handout and some templates to take with them.

Meghan Fatzinger has a Bachelor of Arts in Modern and Classical Languages. In 2013, she worked as an English teacher in Shanghai, China. In addition, she has taught English as a Second Language in the United States at the elementary, secondary, and university levels, as well as to professionals outside of an educational institution. Ms. Fatzinger has a Master’s in Teaching English as a Second Language. She is currently working as an English Language Fellow at Shenyang Normal University in Liaoning, China.

3-PP-809-3

English Teachers' Research Engagement: Current Barriers and Future Strategies
Mehdi Bouzhmehrani

Reflections on the relationship between researchers and practitioners suggest that research-practice gap has been an endemic feature of Iranian language education programs. This issue has recently become a prime concern for many educational researchers, policy makers and other stakeholders. As such, calls for empirical investigations of measures to be taken in order to improve the relationship between research and practice were made. The present study was carried out to explore the extent to which English teachers are engaged in doing and reading educational research, and also the barriers that impede them from research engagement. Qualitative interview data
were collected from two groups of Iranian teachers: high school teachers, and teachers at private institutes. The analysis of the data revealed low levels of engagement in terms of both reading and doing research. The findings also showed various barriers to research engagement including: barriers related to the production of research, barriers related to the use of research, barriers related to the lack of collaboration between researchers and practitioners, and barriers related to the educational system. The study concluded with a discussion of a set of practical strategies that can be employed in the Iranian ELT context to improve research-practice gap.

Mehdi B. Mehrani is an assistant professor of English language teaching and the head of English Department at the University of Neyshabur, Neyshabur, Iran. His research interests include two main lines of inquiries: language teacher education and research-practice gap in applied linguistics.

Teaching Writing to Low Proficiency Students: In Search of Correct Sentences in a Wider Sea of Errors
Mehjabeen Rahman

Writing, one of the most important aspect of human communication, is not a linear act rather a complex process that engages cognitive factors, social interactions, and linguistics resources. At the same time developing writing ability constitutes certain skills and processes that involve teaching techniques, teaching philosophies, and teaching models. However, teaching writing to low proficiency students at higher education setting remains a daunting task. In Bangladeshi context, it is of grave concern of ESL teachers that even after ten to twelve years of studying English in school, students fail to produce correct sentences. The questions arise what is the workable or practical approach to teaching writing to low proficiency students at higher education setting? How can we motivate and nurture our students for a better outcome? Does teaching writing need to be specific audience based or for global outcome? This presentation talks about a group of low proficiency Bangladeshi university students’ most commonly produced errors in English composition assignments, and investigates the students’ writing apprehension and attempts to find out what implications it carry in error production. Additionally, this study also discusses tools, techniques, and activities that enhance teaching writing effectively, and stimulate the students’ cognitive function. Result obtained from this study shows that almost equal number of the students are high and low apprehensive. The results of the study also suggest that writing apprehension influence writing performance negatively. Furthermore, it has been identified that students’ apprehension has originated from lack of knowledge in certain skills that are imperative for general writing skills.

Mehjabeen Rahman is a chairperson and an Assistant Professor in the Department of English, Stamford University Bangladesh. She obtained her MA in TESOL and Post Graduate Diploma in ELT from the University of Nottingham. She also holds an MA in English Literature. She has presented academic papers in International Conferences including the Asia TEFL, and MELTA international conference. Her articles mostly provide practical approaches on language teaching, particularly teaching writing to low proficiency students. She is also known as a socio-cultural organiser, a journalist, a poet, and the
first Bangladeshi female piano teacher. She has taught CALL, Syllabus Design and Methodologies, and Materials Evaluation English Composition and Public Speaking. Currently she is teaching Old English Literature, 20th Century Modern Poetry, and Introduction to Linguistics courses. She is also on the editorial board of Stamford Journal of English.

**Blogging or Paper-and-Pencil Writing? Iranian Case**

Mehran Memari

The effect of blogging on improving Iranian students’ writings is going to be investigated by surveying the 5 last writings of the 26 university students in two groups after instructions. Results showed evidences in favor of the students used blogging in their writing.

Mehran Memari is an assistant Prof. at Farhangian University with 27 years of teaching experience.

**A Study of Multilingual Students’ Willingness to Communicate in and Anxiety on Speaking Chinese**

Meihua Liu

To explore multilingual students’ willingness to communicate in Chinese (WTCC) and foreign language anxiety (FLA) when speaking Chinese and their effects on self-rated proficiency in Chinese, 167 international students studying in a university in Beijing were recruited to answer a battery of questionnaires, 15 of whom were interviewed. The findings were: (1) More than 60% of the participants were willing to communicate in Chinese and the majority did not to feel anxious when speaking Chinese, (2) WTCC, FLA, and self-rated proficiency in Chinese were closely related to and predicted each other, and (3) several factors contributed to the learners’ WTCC and FLA. Evidently, WTC and FLA are complicated constructs and issues of great concern even to experienced language learners.

Dr. Meihua Liu is an associate professor of English at the Department of Foreign Languages & Literatures, Tsinghua University, China. Her research interests mainly include EFL teaching and learning in the Chinese context, reticence and anxiety, EFL writing, and study abroad.

**Developing Multicultural Awareness in the Tertiary EFL Classroom to Shape the Multicultural Identity**

Meilan Cai

Abstract:
This paper explores the relationship between language and cultural identity and how foreign
language teaching is expected to promote learners’ multicultural awareness. It is pointed out that although the foreign Language classroom is supposed to be the right place to shape a multicultural identity, it is not uncommon that monocultural identity is often an actual outcome of English teaching in the Outer Circle. The power of English as a global language, western-focused learning materials and teachers’ lack of multicultural awareness play decisive roles in the noticeable absence of cultural references to non-western and non-English speaking countries in the EFL classroom and hence lead to the emergence of monocultural identity. It is argued that critical use of English teaching courseware and promoting EFL teachers’ multicultural awareness are critical to shape the learners’ multicultural identity in the EFL classroom in an era of globalization. The paper concludes by outlining some approaches to promote teachers’ and then learners’ multicultural awareness to shape multicultural identity of the learners at tertiary level.

CAI Meilan is a professor of College of Foreign Languages at Yanbian University, Yanji (China). She received her Med. from Yanbian University. She has been teaching Non-English majors including undergraduates and graduates for 25 years. Her recent research interests include ESP teaching, multicultural awareness and teacher development.

What Students and Teachers Think About English Instruction of Economics and Finance Courses: an Empirical Study
Meiling Wang

This paper argues for the need to investigate what features classroom activities, and classroom participant perspectives of English as the medium of instruction in answering the question of how to accomplish the value-added EMI (English as the medium of instruction) programs. It describes an empirical study of the bachelor’s degree EMI program of Economics and Finance (starting from the academic year of 2012-2013), offered by the School of Economics at Shandong University, which aims to reconstruct and capture central aspects of instruction such as structure and content, the role of the working language, as well as the hermeneutic and didactic expertise of students, the teachers’ points of view and associated didactic perspectives, by following Bonnet’s recommendation on connecting documentary method and classroom research (2012:71-72). It concludes with selected preliminary results on teacher and student perspective with regard to enabling learning and education and contributes in focusing on the significance of teacher and student perspectives on quality EMI classroom teaching.

WANG Meiling is an associate professor at the School of Economics, Shandong University, P.R.China. She holds a licentiate degree of philosophy in the field of applied linguistics (University of Vaasa, Finland). In 2007 and 2008, she has presented papers at the AsiaTEFL conferences held in Kuala Lumpur and Bali. Her current teaching and research area is mainly international economy and Trade, and English as the medium of instruction.
“I Can Tell the Students What People Say in Everyday Conversations”: The Experiences of Australian-trained Asian Teachers

Melinda Kong

As a response to a growing demand for English-language education, many Asian teachers seek to pursue their professional development in English-speaking countries. The present study looks at the perspectives and experiences of Asian teachers from China, Indonesia, Taiwan and Vietnam who studied in a prestigious university in Australia. Data were collected from these teachers through in-depth interviews and email correspondence with them. Through their narratives, these teachers recounted the types of expectations and experiences that they had while studying and living in Australia. They also reflected on how they applied different teaching strategies before and after their stints in Australia in order to deal with the various teaching and learning problems that they faced in their home countries. Among others, findings suggest that after their training in Australia, these Asian teachers only used the different teaching methods and concepts that they had learnt and linked to their own personal experiences when their surrounding contexts were favourable. Furthermore, most of them applied their “image texts” (Simon, 1986), which included their personal stories and identity construction as users and learners of English in Australia, into their teaching in their home countries. These Asian teachers’ personal experiences of studying and living in Australia had given them alternatives in dealing with the teaching and learning difficulties that they faced in their respective countries. This study aims to shed some light on complex issues that influence Asian teachers’ development as English language professionals. Through the findings of the present research, it is recommended that when Asian teachers pursue their further studies in English-speaking contexts, they need to actively connect their academic knowledge to their personal experiences outside the classroom. They should consider how their experiences outside the university in an English-speaking country may affect their growth as English language teachers.

Melinda obtained her B.Ed. TESOL (1st Class Hons) from the University of Southampton (UK) under full scholarship from the Ministry of Education, Malaysia before getting an MA TESOL from the Institute of Education, University College London (UK). She also pursued a PhD in Education from the University of Melbourne (Australia) under full scholarships from the university. She served as a Senior Language Teacher, Head of English Department, and chief oral examiner at the Malaysian secondary level, before lecturing at Swinburne University, Malaysia. She is currently an Associate Dean (Academic Practice) at Swinburne.

Written Communication Errors in English of School Personnel of the Division of Quezon: Basis for Written Communication Enhancement Program

Menard N. Red

The main objective of this study was to determine the written communication errors in English of school personnel of the Division of Quezon. This study used the discourse analysis method
using the textual analysis technique for language analysis on the errors and the format of the assessed written communications. Quantitative approach was also used to in order to quantify the results gathered on the analysis of the data. 300 written communications from both elementary and secondary school personnel were assessed focusing on business letter format and structures, and the morphological, lexical, syntactical, and mechanical errors of the English language. The results were tabulated and analyzed, and were used as the basis for the development of the Written Communication Enhancement Training Program. The findings revealed that a number of errors have been committed by elementary and secondary school personal in written communications in English focusing on business letter format and structures, and the morphological, lexical, syntactical, and mechanical features of the language. To improve and enhance more their written communication skill, the Written Communication Enhancement Training Program was developed. This special research provides significant data on the written communication skills of the school personnel focusing on their knowledge on letter format and structures, and the morphological, lexical, syntactical, and mechanical errors of the language. At the same time, a written communication enhancement training program was developed to enhance the written communication skills of the school personnel.

MENARD N. RED is an English teacher from DepEd Pugon National High School in San Francisco, Quezon.

Curriculum Design Using Authentic Videos: a Step Closer
Mi Jeong Kim

The English education has been prevalent over the last few decades, and many learners who had a head start in learning English are now qualified as above novice levels. English programs and materials are pouring out on market, but most of them are still recorded with a written script for EFL/ESL learning. However, these recorded listening materials are different from spontaneous speech; therefore authentic listening materials are needed for EFL students who don’t have much exposure to real native English (Ju, 1996).

This program is designed for intermediate and above levels of adult students who wish to improve their listening, and vocabulary skills, and to learn cultural differences, customs and communication skills in different situations of native settings of English. Videos from the top 50 most watched TV shows with different situations are preferably used for this program, so that learners would experience the real-life English atmosphere as if they were in the country. In other words, learners get to experience the speed and tone of their voices, different accents from people from different backgrounds, expressions that native speakers use, as well as different cultural aspects. Since this program is to develop class materials and curriculum using authentic videos, text-based syllabus is used because text-based syllabus is built around texts, and texts can be both written and spoken language.

Tasks based on text motivate learners to read or listen for a particular purpose. Each time they do so, they interact with the text in a slightly different way, and retrieve different kinds of meanings
according to the task goals. This process offers a variety of learning opportunities, and it is essential that the texts chosen form together a representative sample of the target language the students will later need (Willis, 1999).

Ms. Mi Jeong Kim was born and raised in South Korea and immigrated to Canada when she was in high school. Since she was not a native speaker of English, she had much hard time studying in English in Canada. She graduated from York University in Toronto and came back to Korea and started to teach English to Korean students. She has taught English from young learners to adults, and shared her experiences of learning English with her students and grown with them in learning through teaching. She is now studying at International Graduate School of English and happy to be the one who finds joy in teaching.

2-S-801-1

Verb Diversity and Verb Variation in English Summary Writing — a Dynamic System Perspective
Miao Wang

This study investigated how verb diversity and verb variation of advanced English users’ academic summary writings developed over a semester from a dynamic system theory perspective. The summaries written by the participants were analyzed computationally by software packages Antwordprofiler(Anthony), D tools(Meara & Miralpeix), and Lexical Complexity Analyzer(Ai & Lu). Two measures, namely, verb diversity and verb variation were used to examine students’ writing summaries. The analysis allowed us to understand how verb diversity and verb variation develop in participants’ summary writings and how they correlate with those of the journal articles the participants read. This research provides teachers and scholars with insights into how academic reading could influence students’ writing performance in terms of verb diversity and verb variation.

Dr. Miao Wang received her Ph.D. degree in the year 2004 and now she is an associate professor at Shanghai International Studies University. Her research interests are applied linguistics, second language acquisition, discourse and analysis, language education and policy. She was a visiting scholar at City University of New York in 2010 and a visiting scholar at University of Florida during the 2014-2015 Academic Year.

3-PP-801-10

Chinese EFL Students in an ELF Context in Korea: Challenges and Directions
Michael Griffin

In this paper presentation, results of the presenter’s yearlong conversations about English and English learning with Chinese students enrolled in an English-medium graduate school of International Studies in South Korea will be shared. The presenter talked extensively with four Chinese students, with four distinct backgrounds and goals over the course of 2015 in order to get a better sense of their thoughts and experiences as related to studying English and in English in Korea.
The students’ thoughts on their challenges related to English in their studies as well as daily lives will be a focus as will their beliefs on how they could have better prepared for their current learning environment. Key learnings from the students as well as their suggestions for teachers to prepare other Chinese students for similar situations will be mentioned as well. Additionally, the implications of these students’ thoughts and experiences for teachers in Korea and around the Asian region and teachers of EAP in general will be considered and discussed.

Michael Griffin has been teaching for around 15 years, mostly in Northeast Asia and on the internet. He is currently based in Seoul where he teaches (mostly) English at Chung-Ang University. Currently, teacher training and development is both a hobby and passion. Mike is also involved with #KELTchat, iTDi, and the New School MATESOL program.

**Strengthening the Links: Using Topical Structure Analysis (TSA) to Improve the Coherence of Basic L2 College Writers’ Introductory Paragraphs**

Michelle Paterno

The idea of establishing logical links between sentences and paragraphs in a text is a recurring problem, particularly among basic second language writers. Often times, these ESL writers tend to provide inadequate supports for the claims they make or do not provide sufficient links between the topics of their texts (Connor, 1984). In addition, they also struggle not only with issues of organization and language proficiency but also the established conventions of academic writing.

In my context of teaching composition writing to basic freshmen university students, I noticed that many of their texts often resemble an assemblage of sentences randomly strung together or loosely clustered around a topic. My students are also frequently puzzled about how to write more effective texts, confirming what studies say about ESL students needing and wanting explicit instruction to improve their work (Alvarez 2007).

By using Lautamatti’s (1978) Topical Structure Analysis (TSA) as a framework for my action research, I sought to help students understand more effectively the internal semantic relationships governing their sentences with particular emphasis on their introductory paragraphs, which serve as gateways to the rest of their texts. The results of the action research, based on a T-test and qualitative analysis, show these students were able to improve not only the coherence of their work but, more importantly, their own metacognitive awareness regarding their own writing processes. In presenting the findings of my action research, I also wish to discuss the implications of using TSA as a practical pedagogical tool for teaching coherence, particularly for basic ESL learners.

Michelle G. Paterno is an instructor of the Ateneo de Manila University in the Philippines. She has been teaching both graduate and undergraduate courses in literature and composition for over a decade. She is also a senior teacher trainer with research interests in critical literacy as well as teaching reading and writing in ESL contexts.
**Language Attitudes of Japanese Students towards Asian Varieties of English**

Michiyo Yamaguchi

This paper is based on the results of the survey among Japanese students. It focusses on the ability of Japanese students to distinguish between the various varieties of Asian English, which include Chinese, Korean, Singaporean and Indian. In general Japanese students have very little awareness of the differences between the different varieties of English and only distinguish between native and non-native speakers of English. However, after contact with other Asian students, this awareness increases. The paper also discusses the link between the language awareness and positive/negative attitudes towards the varieties of English. I also report that the use of films in university classes promote the awareness of the different varieties of English. As the awareness of the differences between varieties of English

Michiyo Yamaguchi is an associate professor at Kyoto Prefectural University, Japan. She has an M.Phil. in General Linguistics, University of Cambridge and a Ph.D. in English, Kyoto University. Her current research interests include teaching about World Englishes through films and language attitudes of Japanese learners of English towards World Englishes, especially Asian varieties.

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**Perspectives on English Education in Japan: a Gateway to Learning Other Foreign Languages**

Miki Osawa

This study examines the link between the successful learning of English and later success in learning another foreign language. English is not a compulsory subject in the Japanese school system; however, many schools have adopted English as a foreign language because of its role as a Lingua Franca. In other words, most Japanese students encounter foreign language and culture through learning English, which becomes their bases for learning other languages and cultures. Although much research has been carried out about English education from the perspective of intercultural understanding, a certain viewpoint is missing: English learning is helpful to students in studying other languages. Some high schools and universities have their students take classes of foreign languages such as Chinese, Korean, French, or German. The teachers of these languages may conduct the class assuming that students have already experienced language learning through English. The purpose of this present study is to investigate 1) what teachers of other languages expect English education to teach as basic knowledge of language learning and 2) what they think is insufficient in English education. We distributed a questionnaire, which was created in accordance with the curriculum guidelines set by the Ministry of Education (MEXT), to 15 teachers of Chinese, Korean, French, German, and Spanish, currently teaching at Japanese high schools or universities. Regarding the language elements such as grammar (including terminology), pronunciation, vocabulary and the letters of English alphabet, the teachers’ expectations of each item vary considerably depending on the language. The study found that the students’ self-directed learning (e.g. using a dictionary, repeating loudly) is commonly regarded as indispensable by language
teachers and are expected to be put into practice in English classes.

The Use of “Especially” and Its Synonyms by Chinese and Korean EFL learners: a Corpus-based Comparative Study

Mi-Lim Ryoo

As a subcategory of English adverbs, focus(ing) adverbs (FAs) such as also, just, even, only, mainly, mostly, particularly, especially, and neither ~ nor~, function as particles to draw attention to a particular part of a sentence. Although the definition and defining criteria of FAs and even the term FA itself appear to vary in the literature (e.g. Büring & Hartmann, 2001; König 1991, 1993; Quirk et al., 1985; Taglicht, 1984), there seems to be general consensus about which items belong to this category (Sudhoff, 2010).

There is an extensive body of study on the syntactic, semantic, and information structure of FAs, particularly only, even, and also (Büring & Hartmann, 2001; Sudhoff, 2010). There, however, has been little research done on the subclass of FAs, “particularizers” in Quirk et al.’s (1985) terms. The chief function of particularizers is to “restrict the application of the utterance predominantly to the part focused” (Quirk et al., 1985, p. 604) Such adverbials like chiefly, especially, largely, mainly, mostly, notably, particularly, primarily, principally, specifically, at least, and in particular belong to this subclass.

The present paper focuses on particularizers, and among them, only five, especially, particularly, specially, specifically, and in particular are under scrutiny in this study. Roughly speaking, these expressions are differentiated from other particularizers and can be interchangeably used, sharing the similar meaning of “being distinctive” (Merriam-Webster, 2002). This study was motivated by the observation of a peculiar use (i.e. underuse and preference for a particular adverb over others) of these particularizers by Chinese and Korean learners, compared to native speakers of English.

The purpose of this study is to examine the use of especially and its synonyms, particularly, specially, specifically, and in particular, in Chinese and Korean EFL learners’ writing in comparison with native English speakers’ use. The research questions are twofold:

1. Are there any significant differences in the use of especially and its synonyms between Chinese and Korean EFL learners and English native speakers?

2. If there is any difference between them, can it be caused in part by the pedagogical materials (e.g. textbooks, teaching materials)?

Utilizing software programs R, WordSmith 5.0 (Scott, 2008) and Log-likelihood Calculator, this study analyzes the frequencies and collocates of especially and its synonyms in the Chinese learner corpus (CLC), the Korean learner corpus (KLC), and the Corpus of Contemporary American English (COCA). Also, English textbooks used in China and Korea are analyzed to assess the influence of EFL teaching materials on the use of those expressions by learners.

Mi-Lim Ryoo is an associate professor in the Department of English Language and Literature at Korea Maritime & Ocean University in South Korea. Her research interests include Second Language Writing, Corpus Linguistics, and Maritime English as ESP.
Rural Area Primary School EFL Teachers’ Perception of The English Course Standard for Compulsory Education in Hubei Province, China
Min Gui

This study investigated primary school English teachers’ perception of The English Course Standard for Compulsory Education, the national syllabus issued by the Ministry of Education of China. Two types of research approaches were adopted, i.e., questionnaire survey and interviews. The questionnaire is to examine teachers’ familiarity with the course standard and evaluation of the course requirements set by the document. The interview aims to explore the reasons for those teachers who believe the course standard is high for the rural area students. The investigators visited 45 schools of 8 counties in different regions of Hubei province, and 105 teachers and 190 students from these schools participated in the study.

The results reveal that only 31% teachers are familiar with The English Course Standard for Compulsory Education, and 56% know something about the document, 13% of the teachers are not familiar or even have not heard of the document. This result implies that educational department and schools should organize more training projects of the course standard. Furthermore, 52% of these teachers believe that the requirements are high and hard for their students to reach. This result suggests that the policy makers and teachers should promote communication so as to settle a more reasonable course standard. Regarding teaching priority, 31% of the teachers believe that vocabulary is the most important point in English teaching, 25% of the teachers put emphasis on speaking, and 19% of the teachers choose listening as the most important. The study also found that teachers’ classroom instruction is consistent with their perception of teaching priority.

This study presented first-hand material to investigate teachers’ perception of the course standard. It may also help policy makers adjust future requires concerning compulsory education in the rural areas.

Min Gui obtained her doctoral degree in Foreign Language Education from the University of Texas at Austin. She is currently an associate professor at Wuhan University, China. Her major research interest includes English as a Foreign Language education and language testing. Her publication covers foreign language reading, speaking, and writing.

An Empirical Study on Flipped Classroom Teaching in the English Listening Course of Chinese College English Learners
Min Guo

The purpose of the current study attempts to examine the effects of the flipped classroom teaching in the English listening courses of Chinese college level English learners by investigating whether the flipped classroom teaching can lead to gains in English listening scores comparing to the traditional English listening teaching method. 93 college students from three fixed classes participated in the study, two classes (62) which received instruction in the flipped classroom
teaching method were the experimental groups, and one class was the control group which still adopted the traditional listening teaching method. Of the two experimental groups, one class (31) received only flipped classroom teaching, and the other class (31) received the flipped classroom teaching and the three-stage listening teaching method together. All the three groups completed the same pre- and post-test during the whole semester. Data was collected through the listening comprehension tests and the questionnaires on the attitudes of students towards the flipped classroom teaching. The results found that the experimental groups outperformed the control group significantly, and the attitudinal questionnaires also indicated that students in the experimental groups have a positive attitude towards the new teaching method.

**Min Guo** is a lecturer and dean assistant in the School of Foreign Languages of Xinyang Normal University, China. The research focus is on applied linguistics and English teaching.

Email address: minnieguo@hanmail.net.

The Effectiveness of a Pair-reading Program

**Ming Chang**

Research studies centered on tutorial and cooperative learning suggest that social interactions are 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 increase the efforts they put into the tasks.

The study focuses on a socially interactive environment –particularly tutorial condition which has been recognized as an important mean to motivate students to read a foreign language. The aim of the present study is to design, implement, and evaluate the effectiveness of a pair-reading program that is developed to promote reading motivation and reading engagement. Participants are forty first-year university students. The students are paired based on their English reading proficiency test scores. The students who are tutored will each paired with a student who can provide help while they are reading together in the English reading classes.

Data will be collected through reading motivation scales, teacher’s observation diary, and student interviews. The results will provide resource for implementing alternative study plan into traditional college English curriculum.

**Ming Chang** is currently an assistant professor in Language Teaching Center in Minghsin University of Science and Technology, Taiwan. She obtained doctoral degree in Bilingual Education from Texas A & M University –Kingsville, USA.
Developing Digital Literacy and Promoting Efficiency of English Learning
Mingjie Zou

In the era of information and technology, the capability of being able to find, capture and evaluate information via of digital devices such as network computers, smartphones, tablets is crucial in the development of students’ overall competence and lifelong ability to learn. Focusing on vocabulary acquisition and reading efficiency, the present study aims to explore the facilitating effects of digital devices on English learning. In the framework of Blended Learning, the author plans to combine traditional ways of learning with the digital learning using computer softwares or mobile applications, social networks (e.g. WeChat, QQ) and other media-based devices (e.g. Open Course, MOOC) to find out how the improvement of digital literacy promotes the vocabulary acquisition and reading efficiency. Firstly, subjects will be selected to evaluate their present level of digital literacy. Based on what has been assessed, in vocabulary learning, students will be given seminars to learn to use different softwares or mobile applications in checking new words, understanding meanings and usages, developing personalized vocabulary book, and the management of vocabulary review. In reading practice, students not only have access to traditional reading materials, but also develop their own ways of digital reading, such as using RSS Reader to read news, reading e-books and managing the digital reading resources. Secondly, the facilitating effects of digital devices will be evaluated from students’ awareness and skills of using digital devices in learning vocabulary and reading practice, time spent on them and the actual improvement of their vocabulary size and reading efficiency. Such Blended Learning may be significant in that the willingness of using digital devices may improve students’ internal motivation; the convenience and easy access to different tools and materials may increase students’ language input, thus facilitating their learning of English.

ZOU Mingjie is a lecturer in the School of Foreign Studies in Guangzhou University of Traditional Chinese Medicine, where she works as a lecturer in the English Major Section. She has been teaching EFL since she was a postgraduate. Her research interests include various aspects in second language acquisition and studies such as vocabulary acquisition, EFL classroom, etc. She has published several papers on TEFL, SLA, and testing.

Post-reading Vocabulary Exercises for Low Level EFL Learners' Vocabulary Learning and Retention
Min-Hwi Kang

This study aimed to explore the effect of type of vocabulary exercises with higher involvement load as supplementary work after reading on vocabulary learning and retention of low level EFL learners. To this end, this study employed sentence writing and sentence blank filling as vocabulary exercises in English reading classes with 72 Korean-speaking EFL learners in a South Korean university. The students randomly carried out one of vocabulary exercises after reading. The immediate and delayed posttests were conducted to assess whether two different vocabulary exercises with higher involvement load make any difference in vocabulary learning and retention.
of low level EFL learners. The results showed that the type of vocabulary exercises had no effect on vocabulary learning and retention of low level EFL learners as there was no significant difference between the two tasks groups even though sentence writing group scored slightly higher than sentence blank filling group on both immediate and delayed posttests. This result suggested some thoughts for vocabulary learning and retention in an EFL reading class for low level learners.

Min-Hwi Kang, Ph.D. in English Education, has taught for 10 years at the university level. Her professional interests include pedagogy and methodology of ELT. Currently, she is a visiting professor at Woosong University, Korea.
email: mhkang@wsu.ac.kr

2-PP-818-11

The Application of Flipped Classroom in Local Universities — a New Opportunities for Teaching and Learning Development in English Classes
Minjie Zhu

In order to solve the problem of nowadays classroom crisis, conforming to the call of the era and meeting the needs of students, the author raises the opinion of changing the traditional teaching mode. Taking advantages of MOOCS and flipped classroom teaching, the research establishes a new mode of teaching and learning, which involves roles-shifting, peer-cooperating and learning autonomy. This research conducts an investigation of course design of the new mode in the experimental class, and find two issues worth focusing: students’ adaptability to the new mode and autonomous learning. The paper concludes that flipped classroom brings a new opportunity of development for English teaching and learning in local universities, teachers should take responsibility to fulfill their more flexible roles of, not only helping students to adapt to the new mode but also lead them to learn autonomously under the environment of blending learning.

Minjie Zhu was born in 1983, now working in Shaoguan University, Guangdong. As a lecturer in the English teaching frontier, the author studies hard in seeking appropriate ways of motivating students to learn inside and outside of the class. During these three years, the author published ten articles on the issue of language teaching in different journals. Now the author shifts his attention to MOOC and Flipped classroom.

2-PP-813-6

The Effects of Different Presentation of Words on Low-level English Learners
Minling Wang

Abstract: As a group often neglected by various language seminars, trainings or meetings, low-level English learners from art colleges and sports academies have been challenging their English teachers. For most of them, English is a great obstacle to overcome. No interest, poor foundation, no context, especially no accumulation of words further reduce their interest in English learning, so
how to effectively help them grasp more words has been a general pursuit for those English teachers. Pretext presentation, co-text presentation and modified pretext presentation are generally carried out in our English class. This essay aims to examine how different presentation of words have helped the mastery of English vocabulary, and to what extent it has influenced the students’ academic curiosity and achievement by means of qualitative methods.

Wang Minling, born in Juan County of Shandong Province, got her Master Degree at Northwest Normal University. She is a lecturer at Shandong University of Art & Design now, whose research interests are English teaching and British and American Literature.

Role of Head Teacher in Teacher's Professional Development (TPD)
Mir Md Saifur Rahman

The role of Head Teachers (HTs) is crucial for the Teachers’ Professional Development (TPD). Recognizing this English in Action (EIA) has involved the Head Teacher (HT) in its teacher development programme with a view to support the teachers in professional development. This study will look at whether teachers felt supported by their HT and whether that contributed to their professional development including changes in classroom practices. Data is collected from 84 English teachers randomly selected from urban, semi-urban, and rural areas of Bangladesh. All the teachers responded to a questionnaire. In addition, semi-structured interviews were conducted with a selected group (14 teachers). The findings of the study reveal that the teachers are supported by the HTs in many ways which is facilitating their professional development. However, the teachers felt that more can be done by the HTs, for example, more classroom visits followed by feedback on their classroom teaching could have added value.

Mr. Mir Md. Saifur Rahman works as the Deputy Head of Teacher Training and Support at EIA, Bangladesh. He has a MA in ELT from Presidency University, Dhaka and a MA in English Literature and a BA (Honors) from University of Dhaka.

Action Research as a Way of Professional Development
Mizuka Tsukamoto

In this presentation, I will share how I looked into the improvement of a course design at a university through an action research. The presentation will begin by explaining the issues with the previous course design and the context of the project, followed by reasons for my choice of self-study, first-person action research. Data sources and collection methods, along with its issues, will be detailed. I will, then, present the findings and discuss what this project has revealed. The presentation concludes with discussions of the limitations and implications.

The action research project proceeded with the question, "How could the intensive reading
course design be improved?” with the methodology of first-person action research. Kemmis (2009) describes that this approach enables the researchers to look at their own “life to act out of awareness” (p.9), and to do that with the clear purpose of making changes and to form something “new”, building on something that already exists.

Data sources for this project were the course syllabus that were prepared and used, personal notes that were taken and kept, both of which were from the previous semester, and finally, personal reflective journals that were kept during this project. Though there were some findings, both good and less good, the project has shed light on some other bigger issues that underlie the original research question. This will be discussed along with limitations of the project and future implications.

Mizuka Tsuakmoto works at Kwansei Gakuin University in Japan. Her research interests include teacher education, teacher beliefs and issues related to EFL classrooms. She has worked with local teachers in Laos and Kyrgyzstan through Teachers Helping Teachers (THT).

2-PP-808-11

How to Motivate Second Language Learners in Active Learning?
Mo Yinli

Active engagement in learning is an important and desirable goal for second language learners. Can it really occur? How do teachers help students become actively involved in learning? In this presentation, three effective suggestions will be given to help teachers avoid a dull and lifeless class atmosphere. Giving a lecture is very much like serving a meal, so the first step is to serve appealing appetizers. Good academic icebreakers can always keep the language classroom fun and increase students’ motivation in learning. As not many people enjoy sitting in chair listening to lectures; therefore, the second suggestion is to avoid lecturing through the class. The language classroom lends itself well to Howard Gardner’s Multiple Intelligence’s theory, because students can use their eyes, ears and bodies and engage every neuron in learning the language, regardless of individual learning style. Finally, a clear and process-based evaluation system will definitely serve as a good trigger to activate students’ passion in class work.

Yinli Mo is a lecturer of Foreign Language School, Wuhan University of Technology.

2-PP-805-4

Plea for Critical Needs Analysis at Different Language Proficiency Levels
Mohammad Forouzani

This study aims to highlight the need for raising English learners’ awareness of their own needs, lacks, and wants. It also investigates whether such awareness would increase with learners’ language proficiency level and the length and intensity of their exposure to English.

The study draws on Benesch’s (2010) critical needs analysis aspects including target situation
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analysis, learning situation analysis, present situation analysis, and rights analysis. To this end, data were collected from a number of sources as follows:

1) a needs analysis questionnaire developed and distributed among 300 Arab university students at the University of Nizwa, Oman. The students majored in different disciplines and were selected from Levels 1, 2, and 3 in the compulsory intensive English Program in which all students have to enroll and complete in two years and sit the paper and pencil TOEFL for a minimum of 450 as the main requirement for taking their subject matter courses;

2) The students’ scores on the biweekly quizzes and midterm exam comprising their total formative assessment index as well as their final examination scores;

3) The students’ weekly classroom participation that was recorded by teachers in the Foundation Institute's database.

Part of the data have been collected, and the students’ final participation record and total final scores will be collected by January 2016.

The results will shed light on the role of students’ awareness of their needs, lacks, and wants, and their achievement with regard to their language proficiency level and length and exposure to English. The findings will also help teachers raise students’ consciousness about their progress with regard to their initial evaluation of their own needs, lacks, and wants, which in turn contribute to students’ self-assessment and their efforts to improve.

Dr. Mohammad Forouzani is an assistant professor of ELT and Literature at the University of Nizwa, Oman. He teaches Literature and ELT and supervises theses in both disciplines. He has presented papers at international conferences and published poems, articles and books. He is interested in Critical Pedagogy and Literature.

The Generic Structure of Iranian Hard News Reports
Mohammad Makki

This paper will analyse the generic structure of news reports in two leading Iranian newspapers. News reports analysed were categorised as police rounds and more specifically crime and misbehaviour reporting which is believed to be the typical form of hard news (Bell, 1991). These stories which were mainly about murder, misbehaviour, theft, extortion, smuggling, etc. were investigated to identify and classify the genres which operate in Iranian (Farsi) newspaper journalism. This study will piggyback onto a number of seminal studies on the structure of news reports in English language journalism such as van Dijk (1988), Bell (1991) and specifically Iedema et. al (1994), and White, (1997, 1998, 2000, 2012). All crime and misbehaviour articles of the newspapers, published in a period of one month, with a view to discovering more or less stable patterns of textual organisation were chosen for a detailed analysis. This could provide a ground for the proposal of genres operating in the Iranian newspaper journalism, whether similar or different to what has already been identified in the English language journalism.

Mohammad Makki is a final year Ph. D. student in the University of New South Wales, Sydney,
Australia. The author has working on the analysis of journalistic genres and styles operating in the Iranian newspaper journalism. The author’s research is conducted via the prism of Sydney Genre School and Appraisal, both descended from Systemic Functional Linguistics of Michael Halliday. The author has previously published a few papers including one in the Journal of Asia TEFL.

2-PP-821-3

The Effect of Different Types of Corrective Feedback on Middle School Students’ English Writing Performance
Moohack Kim

Many studies have investigated error correction in English writing class to improve L2 accuracy. However, some researchers claim that error correction is not useful to spend time and energy in productive writing programs. This study examined whether there would be any difference according to types of teachers’ feedback (types of errors and types of error correction) in students’ writing performance. The data was collected from four middle school students of intermediate level enrolled in composition classes of a private institute in Korea. They were given form-based feedback in direct and indirect ways. The result of the research showed students’ errors decreased in the use of verbs, prepositions, and articles. Their overall writing accuracy was improved significantly when the teachers gave direct feedback. Although students felt difficult to find their errors when they were given indirect feedback, it had them get time to think their errors. In addition, it was very effective when the instructor gave oral and direct written feedback at the same time. Also, this paper examined the relationship between the complexity of grammar rules and the degree of explicit instruction. Since all grammar rules are not acquired in the same method, teachers have to treat learners’ errors in various forms in accordance with the nature of the targeted rules.

2-PP-806-4

Using Alternative Assessment for Effective English Language Learning
Mriganka Choudhury

In India as well as most of Asia, English, over the years, has evolved as the ‘second language’ used in all socio-lingual contexts. Therefore, its importance in ensuring better employability and intranational as well as international communication is irrefutable. English has emerged as an empowering vocational skill in a globalizing economy. However, the traditional methods of teaching-learning-assessing English in countries like India have not been effective in empowering a majority of the English learners with reasonable proficiency in the language. Testing and evaluation form two important components of the primary, secondary and tertiary levels of formal education. The traditional methods of testing and evaluation being followed while teaching English at these levels in India for example, have failed to correctly assess the proficiency of the learners. For effective teaching and learning of English in Asian nations like India, one needs to design curriculum that can accommodate innovations in assessment of the learners. What types of innovations and changes can ensure better communication skills on the part of the learners? In this paper, I have advocated the
adoption of ‘Alternative Assessment’ instead of the traditional methods. This paper discusses seven cooperative learning activities that can facilitate alternative assessment in the second and foreign language classroom. The activities bring assessment closer to the language course objectives in the cognitive, communicative, and socio-cultural domains. I have also examined the issues involving large classrooms and how Alternative Assessment can be effective in removing the shortcomings of the traditional methods of assessment while dealing with such classrooms. Although my study is based on the Indian pedagogical context, it holds true for most of the Asian nations.

Mr Mriganka Choudhury works as an Associate Professor in the department of English, Tinsukia College, Tinsukia, Assam, India. He is currently pursuing his Ph. D. from Assam University, Silchar, Assam, India. He has presented a number of papers in International and National Seminars and Conferences and has quite a few publications against his name. His email ID is choudhury_mriganka@yahoo.com.

Significance of Integrated-assessment on Chinese English Majors’ Second Language Writing Competence in a Flipped Classroom
Mu Jiaqi

SLA has been one of the most heated research points since it was introduced to China. Moreover, most scholars study influential elements on students' SLA process in recent years. Chinese English majors’ second language writing competence, however, is quite worrying and troubling. What frustrates and worries us most is to develop students’ second language writing competence. Writing competence is a process in which a writer expresses what he saw, what he thought and what he felt in language. Moreover, writing competence is affected by learner’s individual difference as well as others’ feedback. In the course of second language writing, influential factors also include mother tongue and interlanguage. Second language writing, in a nutshell, requires not only students’ language ability, but their critical thinking proficiency. The author tries to probe for an efficient way to improve the present situation. So far, the flipped classroom has been proved to be one of the most efficient and creative teaching methods that can be used in second language writing teaching. Besides, most studies suggest that assessments (feedback) are of great importance on improving students’ writing competence. Yet what the integrated-assessments are and how they affect students’ writing competence is still a research gap. This paper aims to probe an efficient way to improve English majors’ second language writing competence, combining flipped classroom with integrated-assessment. The author conducts an empirical study, choosing 100 junior English majors as research subject and dividing them into control group and experimental group on average. The author analyzes research data with SPSS 17.0. Furthermore, he uses interviews and classroom observation to improve reliability of the study. The research results have completely answered the following three questions: 1) How to construct English writing course group and English writing’s flipped classroom? 2) How to construct integrated-assessment system of English writing? 3) In a flipped classroom, how does the integrated system affect English majors’ writing competence?
Mu Jiaqi, born in 1991, is a master of applied linguistic in North University of China. He has published many papers of applied linguistic.

**Indonesian Teachers’ Experiences in Implementing Cooperative Learning in English Foreign Language Classroom**

Muamaroh

This study describes Indonesian teachers’ experiences in implementing cooperative learning in university-level conversational English classes, including problems that arose and how the teachers overcame them. The participants of this study were two novice teachers teaching bachelor’s degree students in a private University in central Java Indonesia. The instruments used to gather data were questionnaires, interviews, and class observations, which were analysed qualitatively. Both teachers had never implemented cooperative learning techniques before and were provided with training about them before they implemented them in classes for the conversational English subject. The study found that both teachers perceived that implementing cooperative learning techniques was more complicated than understanding its theory. They faced problems when they implemented them in their classes such as getting students to participate actively in groups. Some students tended to share ideas in Indonesian or the local language and made and read notes before speaking English. However, the teachers tried hard to improve their application of cooperative learning by revising the concepts and repeating the techniques, and to overcome problems with group work by monitoring them more frequently so that they would share ideas in English. Both teachers believed that cooperative learning improved students’ speaking ability, and that they also intended to apply cooperative learning to teach the conversational English subject and others in the future.

Muamaroh is a lecturer in Department of English Education Universitas Muhammadiyah Surakarta in Indonesia. She obtained her PhD from Charles Darwin University in 2014. Her areas of research and publication include English language teaching, teaching methodology, spoken English ability and quantitative and qualitative research. She was Director of Language Center and now Director of the International of Islamic boarding school. She published papers in Linguistics and Literature Study (Kajian Linguistik dan Sastra). She also presented papers in International conferences: Asia TEFL (2009), TEFLIN (2009, 2014), Applied Linguistics Association of Australia (ALAA) (2010), International Conference on Applied Linguistics (2010).

**Some Ways of Teaching English Proverbs**

Munkhtuul Norjvanchig

This demonstration workshop presents various effective activities for EFL learners to learn English proverbs effectively. Besides introducing English proverbs in contexts and with visuals, collaboration activities can act as a key to increasing students’ motivation and involvement in
learning English idioms and proverbs. Moreover, students learn better when they are provided with collaborative activities because they can interact with peers and share fun in learning. When teachers integrate listening, speaking, reading and writing activities together in teaching English proverbs, students can be involved in the application of English proverbs in some skills. Thus, it is effective to teach EFL learners English proverbs when they are provided with various activities to practice and utilize English.

Munkhtuul Norjvanchig works as an English teacher in the Institute of Foreign Language at MUST. The author graduated from Foreign Language School, MUST as an English translator in 2000. Master diploma of linguistic researcher was awarded in 2002 at MUST. The author’s main areas of research are language teaching, pedagogy, translation and comparative studies of proverbs and idioms.

The author has published articles and research papers in Mongolian and international journals since the author started doing research. Some of them are:

1. Critical assessment of Mongolian idioms their cultural similarity in Tamilnadu social context.
2. Roles of games in language teaching
3. Origins of some English idioms
4. Teaching English as a Foreign Language
5. Boosting students’ brainpower in the English classroom.
6. What are my learning strength? etc.,

The author plans to work further on more articles by preparing a paper suitable for publication.

2-PP-812-12

Teachers’Beliefs and Practices in Correcting Errors in Grammar in an ESL Context
Myrna Macalinao

The study examined teachers’ beliefs and practices in correcting errors in grammar during grammar instruction in an ESL context. It used three modes of data collection, namely, the self-report instrument, and the audio-recorded and transcribed non-participant classroom observations and stimulated recall interviews to probe into the beliefs and practices in error correction of the seven participants of the investigation. Results indicated a number of teachers’ beliefs and practices on error correction. The teachers believe that students’ errors must be brought to the learners’ attention to provide them immediate feedback, in that, glossing over a student’s error might create an impression that the utterance is grammatically correct. Furthermore, correcting students’ errors is considered part of a teacher’s role, and treating learners’ mistakes is so much expected of the teachers. However, handling errors has to be done in less humiliating and threatening ways. Repairing students’ errors need not be done all the time as it might discourage students from using the L2. Others, however, believe that uncorrected errors that do not affect meaning may be repaired in due time. The teachers’ error correction practices varied. They dealt with students’ errors differently, though collectively, they use explicit and implicit correction strategies. A further finding showed that the teachers’ error correction practices were influenced by their prior learning experiences, teacher education training, former teachers, and classroom experience. These results indicated that studying the beliefs about error correction by ESL teachers can help get into the
unobservable reasons for their decisions, as reflected in their practices, and that the ESL teachers’ awareness of their beliefs about error correction in the teaching of grammar can aid them make informed decisions beneficial to L2 learners.

Myrna Labesig-Macalinao is an assistant professor of Leyte Normal University in Tacloban City, Philippines where she chairs the Languages and Literature Unit. She holds a Ph.D. in Linguistics, with specialization in Applied Linguistics, from Philippine Normal University, Manila. She has a Master’s degree in Language Teaching from Leyte Normal University, where she also earned her Bachelor of Science in Elementary and Secondary Education, with major in English. Her special research interests include language teacher cognition, language testing, and discourse analysis.

A Case Study of Good Language Learners in the Context of Korea
Myunghwan Hwang

This study aimed to explore successful EFL learners in the context of Korea, the past and present perspectives and behavior related English learning. To achieve this aim, this study focused primarily on qualitative approach by doing a case study, though complemented with quantitative data from a variety of surveys. Two specific research questions were presented: 1) What do good language learners (GLLs) experience on the course of English learning from the time of starting English study until the matriculation at a university? 2) What do GLLs share with one another when it comes to English language learning experiences? To answer these questions, in-depth interviews were conducted with a total of 11 Korean learners of English who attained highly advanced English proficiency by studying English primarily in Korea and their data were transcribed and theme-coded. After the theme analysis, our interviewees carried out several surveys based on the theme results, and it was to examine whether the good language learner traits drawn from interviewees’ inner voices could be also confirmed with the results of the surveys measuring the relevant constructs. The analysis showed that GLLs exceeded English proficiency level required in the national College Scholastic Ability Test (CSAT) early in their middle school period, although their speaking ability was relatively lower than other skills. It was also found that their affective aspects such as growth mindset, autonomy, self-confidence, internalization of social values, and grit played important roles in their outstanding English achievement. Meanwhile, some GLLs’ non-cognitive characteristics such as grit and learner autonomy, as found in qualitative data analysis as the pivotal predictors for successful English learning, were ascertained as the likely factors discriminating GLLs from non-GLLs through surveys, showing these highly advanced English learners scored more than intermediate level students. Further implications for becoming a good language learner were provided in this study.

Myunghwan, Hwang is a Ph. D. candidate at Yonsei University, South Korea, where he studies how to learn second language, focusing primarily on cognition and language, language testing and measurement, second language writing, and task-based language teaching and learning.

Email: hwangmh031@naver.com //
Cultivating Presentation Skills with Output-driven Strategy in EGAP Course
Na Li

Cultivating presentation skills is an essential part in EAP speaking course. The present study is based on the teaching experience of the first optional EGAP course for undergraduates with diverse majors in Hebei University. A questionnaire was conducted among all the students who enrolled in the course. Classroom observation and individual interview provided more information for the study as well. The course adopted the output-driven strategy while teaching students how to make presentations in tutorials, seminars and academic conferences by assigning a 3-minute presentation of introducing a term in the students’ academic courses respectively, and the scoring criteria were illustrated during the course of teaching step by step. The study proved that the output driven strategy gave strong motivation to students in developing students’ skill of making academic presentations. The final presentation also showed some common problems of the students while making academic presentations, although 8 students had made demos one week before the final presentation of the whole class.

Na Li is an associate professors of Hebei University, China.

Relation between Multi-word Unit Use and Oral Fluency
Nara Chung

This study started from the inquiry of the relationship between formulaic language and fluency of oral production. Formulaic language has been found in the corpus analysis of proficient native speakers of English and it takes up a great amount of oral and written production, even greater in oral production. As a result, many studies have been conducted into this phenomenon and discovered a variety of perspectives on formulaic language. One of the findings was that the role of formulaic language is prominent not only in language use but also in language learning. In fact, it is easily assumed through the significance of formulaic language in L1 speakers of English that it is also crucial in L2 learners’ oral proficiency of English. Then, it was demonstrated through empirical studies that there is a facilitating effect of formulaic language on the aspect of fluency in L2 production. However, there were few studies exploring this area in the context of EFL and it hasn't been clearly shown the developmental pathway and acquisition of such formulaic language in learners’ repertoire. To remedy this limitation, this study adopted usage-based approach which posits that formulas are gradually evolved into more productive patterns through the experience of using specific formula in communication. This study was concerned about exploring the development of speaking ability in English, considering the instruction of multi-word units as one of the factors that facilitate the development of fluent oral proficiency. Not only for learners to notice and learn formulaic language but also to absorb it into their repertoire for spontaneous oral communication, it tried to trace the developmental pathway of those multi-word units through analyzing learners’ regular oral productions. At the same time, this study was designed as a qualitative multiple-
case study in order to observe the inner change of the participants along the development of oral proficiency. In the pedagogical view, this study was also expected to contribute to the approaches of teaching formulaic sequences since, compared to teaching vocabulary, few studies have attempted to explore the teaching approach of formulaic sequences.

Nara Chung has just graduated from the graduate school of HanKuk University of Foreign Studies on August, 2015, majoring in TESOL. The title of MA thesis is 'The Effect of Multi-word Unit Instruction on the Development of L2 Oral Fluency and Multi-word Unit Use'. Research interest includes second language acquisition, formulaic language, automaticity, usage-based linguistics, and measurement of oral fluency.

Creating Opportunities of Raising Intercultural Awareness in the Classroom
Natalia Proshiantc

The issues of enhancing learner's intercultural awareness as a basis for integrative development of culture and language skills to communicate in the Asian and global context are widely discussed in pedagogic settings. The infinitude of solutions to this problem encourages the author to present one more view on this matter. The paper key positions are based on the assumptions:1. The language syllabus that is completely culturally oriented fosters the process of raising learner's awareness.2. Russian university syllabi are not mostly aimed at permanent integrative teaching language and culture.3. The proposed approach based on the integration of cognitive, affective, psychomotor domains (in terms of Bloom's taxonomy) with the focus on the affective domain as a leading component facilitates culturally oriented teaching language. To create the basis for the research the author briefly overviews major conceptions: awareness, culture, learner's sphere of affective domain as a reliable tool of raising awareness and preventing learners from intercultural communication failures. The analysis results of a number of traditional Russian university syllabi to specify the culture constituent are presented. The quantitative data articulate low rate of cultural components availability in the discussed syllabi. To make every language class culturally cognizant the author shows that perception of culture in terms of general and specific meanings referred to nature/societal material and spiritual products, learner's bio, ethnic and social status seems to be embedded in every syllabus point. The options of interweaving the culture content in the syllabus are proposed. The activities mostly related to learner's affective domain as a good device of enhancing learner's awareness to meet the challenges of intercultural communication, e.g. overgeneralization of stereotypes are presented.

Proshiantc Natalia, Ph. D., professor, a head of foreign languages department (Pacific Naval Institute, Vladivostok, Russia) has been doing research in the sphere of teaching ESP for over 15 years. Defended the doctor dissertation devoted to the methods of teaching English to the ESP students. Fulbright awardee 2006. the Journal of Asia TEFL editorial member as a reader, Asia TEFL Travel grantee (twice). Published about 80 publications, among them are «The Fundamentals of Naval Etiquette», «English for Naval Specialists» «English for the Sea Cooperation in Asian - Pacific Countries», “The English Language for
Diagnosing Word Segmentation Strengths and Weaknesses in L2 Listeners
Nathaniel Carney

This paper presents results from a diagnostic study focused on understanding Japanese university EFL learners’ strengths and weaknesses segmenting native English speech. This presentation will specifically focus on the data provided by 66 learners of varied English proficiency levels. Learners engaged in both dictation and transcription exercises focused on measuring their abilities to segment native English spoken at a normal speed. Dictation activities included short quizzes in class in which learners heard target language two times and were asked to write the exact words they heard and then write the Japanese translation of the meaning of what they heard. Transcription exercises consisted of tasks in which learners were asked to listen to a variety of short English listenings in audio or video form and transcribe exactly what was said, listening as many times as they wished. After transcribing, learners were asked to reflect in writing about what was easy or difficult in the exercise. Through these exercises, it was found that English connected speech forms and learners’ inability to hear unstressed words caused many word segmentation errors. A majority of learners were unable to exactly transcribe short phrases even when all of the words were known to them. On the other hand, learners were generally strong recognizing content words that received focal stress in sentences, and they were able to recognize formulaic phrases with which they were familiar. To conclude, suggestions for conducting diagnostic assessments of listening and ways to positively intervene in learners’ listening development are given.

Nathaniel Carney is an associate professor of English at Kobe College in Nishinomiya. His research interests include language assessment and L2 listening and speaking development.

Engaging Parents as Partners in Their Children's English Language Lessons Through Recycle Learning Tools Programme
Nazrin Ismail

Educators will readily agree that families must be involved in their children's education and that home-school partnerships are vitally important. With such overwhelming agreement, why can't we find real partnerships in every school? The reality is that educators and parents have many beliefs, attitudes, and fears about each other that hinder their coming together to promote children's education especially in learning English Language. Recycle Learning Tools Programme is a social innovation research that encouraged and motivated the parents to involve in their children English language lessons effectively. Parents from neither preschool, primary nor secondary schools created fun and interesting English language learning tools from mineral water bottles, cans and boxes with
guidance through classes, exhibitions, seminars and meetings. Then, parents used these learning tools to teach, play and learn English language together with their children in term of listening, speaking, reading and writing skills. These hands-on innovative learning tools are varieties, colourful, fun, easy to make and using cheap and assessable materials. Responses and feedbacks from the parents through observations and pictures showed that this programme had successfully engaging parents in their children's English language lessons. This concept and idea meet the families social needs of different elements which can be from working conditions and education to community development and health.

Nazrin Ismail is a living skill teacher who now is teaching in SMK Labuan for more than 11 years. He is a great secondary school teacher who had produced numerous excellent students. He is very active in coaching his students for winning many awards in state and national level of innovation competition. He is also a part time lecturer at Asia e-University of Malaysia.

Get in Your Groups: The In-class Communication Preferences of Chinese University Students

Neil Mulka

The concepts of “face” and “saving face” are an integral part of Chinese culture. Chinese students have been described as reluctant to speak in class (Harfitt, 2012; Ho & Crookall, 1995; Hwang, Ang, & Francesco, 2002; Xie, 2010), and researchers have found that face contributes to this silence among Chinese students (Chang & Holt, 1994; Harfitt, 2012; Ho & Crookall, 1995; Hwang, Ang, & Francesco, 2002; Xie, 2010). This descriptive study of 30 Chinese university sophomores examines the relationship between face and anxiety, and how face affects in-class communication in a cross-border English-Medium Instruction (EMI) program run by an American public university in partnership with a private Chinese university. This study uses a version of the Foreign Language Classroom Anxiety Scale (FLCAS) adapted to include questions about face (Horwitz, E.K., Horwitz, M.B., and Cope, 1996) and semi-structured interviews of three survey participants. This study shows that Chinese students are reluctant to speak during class, but that face is not the paramount reason for classroom silence. Suggestions for fostering classroom discussion within a Chinese context are put forth, and suggestions for future research are also discussed.

Neil Mulka is a member of Fort Hays (Kansas) State University’s international English Composition faculty working in Xinzheng, Henan, People’s Republic of China. He has lived in the PRC for five years and has taught for FHSU in China for four years.

Developing Learner Autonomy: Can Teachers Be Trained for It?

Nenden Sri Lengkanawati

Teachers and students in tandem have a very significant role in determining the learning
outcome. The success of students’ learning outcome is not only the teachers’ responsibility as the students also need to take the role in supporting themselves to be successful learners. One of the most important challenges that foreign language teachers should face is that of making students become autonomous learners who can manage their own learning to survive in the teaching-learning process. In this respect, this presentation will report a study dealing with what the teachers’ beliefs in learner autonomy were before and after the professional development workshops were carried out. Questionnaires and interviews were used to collect data that could answer whether or not teachers can be trained in developing learner autonomy. It was found that the professional development workshops had a significant impact on the teachers’ beliefs in learner autonomy covering technical, psychological, political, and socio-cultural perspectives. Learner autonomy in the technical perspectives were responded differently before and after the training. As regards the psychological perspectives, a similar view was also found, that is, the teachers’ beliefs improved significantly after the professional development workshops were carried out, particularly on the issues of proficient versus beginner learners, confident learners and those with no confidence, effective learning, and learner-centeredness. The beliefs of the teachers in the study improved significantly in almost all political-perspective items in the questionnaire after the professional development workshops. It was also indicated that the teachers have very strong agreement with all the items belonging to the socio-cultural perspectives. The significant difference was found between pre- and post-workshop beliefs of the teachers as regards the importance of encouraging learners to work together.

Nenden Sri LENGKANAWATI is a professor of English Education at Indonesia University of Education, Bandung, Indonesia, and obtained her Bachelor’s, Master’s and Doctoral degrees in language education at IKIP Bandung. She teaches graduate papers on in-service programs for teachers of English from all parts of Indonesia, and supervises master’s and doctoral theses at the School of Postgraduate Studies, Indonesia University of Education. Her particular research interests are in EFL methodology, language learning strategies, and learner autonomy, and has published frequently in these areas.

3-PP-809-6

Teachers’ Beliefs and Practices Reading the Use of L1 in Teaching English as a School Subject
Ngan Dao

This paper presents results from a diagnostic study focused on understanding Japanese university EFL learners’ strengths and weaknesses segmenting native English speech. This presentation will specifically focus on the data provided by 66 learners of varied English proficiency levels. Learners engaged in both dictation and transcription exercises focused on measuring their abilities to segment native English spoken at a normal speed. Dictation activities included short quizzes in class in which learners heard target language two times and were asked to write the exact words they heard and then write the Japanese translation of the meaning of what they heard. Transcription exercises consisted of tasks in which learners were asked to listen to a variety of short English listenings in audio or video form and transcribe exactly what was said, listening as many times as they wished. After transcribing, learners were asked to reflect in writing about what was easy or difficult in the exercise. Through these exercises, it was found that English connected speech
forms and learners' inability to hear unstressed words caused many word segmentation errors. A majority of learners were unable to exactly transcribe short phrases even when all of the words were known to them. On the other hand, learners were generally strong recognizing content words that received focal stress in sentences, and they were able to recognize formulaic phrases with which they were familiar. To conclude, suggestions for conducting diagnostic assessments of listening and ways to positively intervene in learners' listening development are given.

Dao Thi Ngan is a teacher of English at a High school in Bacgiang, which is a mountainous province in Vietnam. She has more than ten years’ experience in teaching English as a foreign language and attended a lot of courses on pedagogy, especially on methods of teaching English in Vietnam and abroad. She has a great passion for teaching and learning English. Currently, she is completing her study for a master’s degree in TESOL at VNU – University of Languages and International Studies. Email: ngandt.yd1@bacgiang.edu.vn

An Investigation into EFL High School Students' Affective and Linguistic Factors Influencing Speaking English: a Case Study at a High School in the Mekong Delta, Vietnam

Ngo Thi Nhi

Mastering of English is of vital importance for academic improvement and job promotions. However, EFL learners are generally facing difficulties to use English to express their thoughts effectively. They avoid speaking English (Baley & Savage, 1994, p.7) because they face affective obstacles or linguistic difficulties e.g. vocabulary, grammar, pronunciation. Hence, investigating these factors and removing obstacles in speaking English have been the main aims of teaching as well as learning English. In order to investigate the affectsive and linguistic factors influencing students’ speaking English, the research attempted to answer the following questions (1) what are affective factors influencing EFL high school students’ speaking English? (2) what are affective factors influencing EFL high school students’ speaking English? and (3) what are the most influential factors?

The research method adopted in this study was a descriptive one. Data were gathered through a questionnaire for quantitative data administered to a sample of 93 EFL students and one interview for qualitative data with 06 students at a high school in the Mekong Delta, Vietnam. The results obtained showed that a considerable number of students hesitate to speak English (Nunan (2000) and even remained silent in oral English language classrooms due to affective and linguistic factors. The analysis of these factors led to some implications to the teachers, students and administrators that we believe is likely to reduce inhibition among EFL learners. The research posed some limitations and directions for further research.

The Impact of Foreign Learning on Child Language Competence

Ni Chuanbin

The impact of foreign languages (mainly English) learning in China on children's language
development has always been a hot issue. Gui Shi-chun, a famous Chinese linguist and foreign language educator (1992), once questioned the ideas of “children should begin to learn a foreign language from elementary school”, “children should learn a foreign language the sooner the better”. In 2012, Gui put forward that there was still no consensus on the idea of “children should learn a foreign language the sooner the better” both on the theory and practice. He worried that children learning English too early could lead to a series of problems: a lack of mother tongue, the crisis of cultural identity, the lack of study motive, the losing of study desire, the increase of frustration, and the poor learning effect, etc. The above viewpoint is put forward based on foreign language learning and teaching environment in our country, so there is rationality to some extent. But in terms of children’s language development, we should not ignore the importance of the age of acquisition in a foreign language learning, as well as the general impact of foreign learning language on the children’s language development.

This paper is to study the impact of foreign language learning on children's language competence from the five elements of metalinguistic awareness: phonological awareness, orthographic awareness, word awareness, syntactic awareness and pragmatic awareness, including the promotion function, the explanation mechanism and the positive influence on basic language abilities, so as to provide valuable reference for the establishment of foreign language educational police and system in China.

Alternatives in Assessment: a Glance of Thought for Techniques, Challenges, and Opportunities Due to the Implementation of 2013 Curriculum in Indonesia

Ni Luh Putu Eka Sulistia Dewi

In the current classroom instruction, traditional assessment, such as test, still becomes the most favorable language assessment technique used by the teachers no matter what competence is being assessed. Frequently, there is miss match between the competence and the assessment technique implemented. For instance, in assessing the students’ competence in using language expression in speaking skill, the students are asked to write a dialogue in an essay test or choosing the correct expression from a multiple choice test. It does not provide evidence for the students' competence since there are no demonstrations of achievement involving actual performance (Johnson&Johnson, 2002:6). Moreover, students have sometimes viewed tests as unfair measure of their language ability and have feared that they would not perform well on them.

Due to the changes of curriculum in elementary and high schools in Indonesia education system, in spite of test, there are some alternatives in assessment that could be implemented for assessing the students’ competence such as portfolio, journal, and self and peer assessments. Some challenges might be faced by the teachers in implementing those assessment, such as the teachers’ competence, teachers’ workload, teachers and students time management, students’ writing ability, students’ learning autonomy, students’ low achievement, and local culture influence. Therefore, to answer the challenges, there are some opportunities that could be considered, such as conducting community learning, integrating technology into the instruction, and accommodating local culture which gives positive washback effect for the assessment instrument development.
Ni Luh Putu Eka Sulistia Dewi was born in Kintamani on April 19, 1981. She works as a lecturer at Ganesha University of Education in Bali since 2006. She got her magister degree majoring in English Education from State University of Malang in 2010. She likes all the area in teaching English, especially teaching English for young learners and assessment. Thus, her research mostly cover the both areas.

1-PP-806-8

**Self Assessment: The Effect on Learner's Independence and Writing Competency**
Ni Made Ratminingsih

Self assessment as one of authentic assessments has been flourishingly implemented in EFL teaching pedagogy as to give more opportunity to the students to reflect on their own learning and progress. In the present study, two groups of junior secondary school learners were investigated in their learning of English in order to find out the effect of it towards their independence and writing competency of three genre texts, short functional (making an invitation card), procedure (how to make a simple food), and descriptive (my favorite idol). The research used a post-test only control design in which one group was given an experiential treatment using self assessment, while the other received a conventional assessment utilizing teacher judgement. The instruments used were of two types, questionnaire of learner's independence and writing competency test which underwent validity and reliability testings beforehand. The data were analyzed using a one-way MANOVA with a significant value of 0.05 to examine the partial and simultaneous significant effect of self assessment to both dependent variables. The results indicated that self assessment had a significant effect on the learner's independence and writing competency and thus, self assessment also had a simultaneously significant effect to learner's independence and writing competency.

Ni Made Ratminingsih has been teaching in English Department of Faculty of Languages and Art of Ganesha University of Education based in Singaraja, Bali since 1991. She accomplished her Master's Degree on English language teaching in Deakin University, Australia in 1997 and Doctoral Degree on language teaching in Jakarta State University in 2011. Her research interests are on ELT Methods/Strategies, Curriculum and Material Development, Teaching Media, Teaching English for Young Learners, and Assessment.

2-PP-806-6

**Self-Assessment, Is It Potential for Differentiated Instruction?**
Ni Wayan Surya Mahayanti

As the development of era over the world and the different social and economic background access of students, diversity in the schools increases. Students enter classrooms with different abilities, learning styles, and personalities, and teachers have to consider many aspects of instruction as they move from knowing the learner to responding by differentiating. Through the use of differentiated instruction strategies, teachers can meet the needs of all students and help them to meet and exceed the established standards. Teachers, now more than ever before, need to learn more about their students and their students’ needs. The Differentiated Instruction captures the variety of
elements, including strategies and structures that constitute a differentiated approach to instruction, assessment and evaluation. As one important element in applying differentiated instruction, assessment should be considered by the teacher. In DI, Teachers can assess students by: observing them, reviewing their work, using pre-assessment strategies to find out what the students already know and can do, and having students’ self-reflect and respond to questions and inventories. Self-assessments that focus on meta-cognitive thinking are inherently useful in distinguishing learning needs, because students approach them from their own ability levels. Self assessment encourages students’ involvement and responsibility and to reflect on their role and contribution to the process of learning as well as shows the indicators of the students’ own development. Based on these facts, the use of self assessment will contribute to the implementation of differentiated instruction.

Ni Wayan Surya Mahayanti is one of the lecturers in Ganesha University of Education in Singaraja-Bali. Since 2012, she teaches English in English Education Department in that University. She finished her master degree in 2009 after conducting research in developing media for elementary school students as her thesis. She is very interested in education and has been conducted some studies in education.

Mobile Micro-courses to Improve Pronunciation of Chinese EFL Teachers
Nicole Kaup

An American and a Chinese educator team up to develop mobile micro-courses to improve English pronunciation in small-town Chinese EFL teachers. The presenters will explain the development of the courses and progress of our test-study, including the pre and post-testing processes, the content of courses and assignments given, so the courses can be easily reproduced by the presentation participants.

The presenters have been conducting teacher training workshops for Chinese EFL teachers in smaller cities in China and have been testing new ways to improve the pronunciation skills of these teachers who have little or no access to native English speakers. The presenters have developed a series of mobile micro-courses in an attempt to meet the needs of these teachers. We created the courses on the assumption that most people in China have mobile devices and Wifi access, and everyone has short amounts of unproductive time in their week that can be turned into practice time if it is fast and easy to do so.

Our study tests the efficacy of the courses in improving the pronunciation of Chinese EFL teachers. We tested participants’ English pronunciation before beginning the micro-course, and then again after. We set up small groups within a social media app, uploaded weekly short video lessons into the app, and then assigned participants interactive speaking tasks focused on particular aspects of pronunciation. The tasks were to be completed within their app groups, and required learners to interact with each other. With this project, we hope to increase English speaking opportunities among participants, encourage them to form groups for further practice, and teach self correcting and peer correcting to reduce reliance on the teacher/trainer to improve pronunciation skills.

Nicole Kaup is currently an English Language Fellow with the U.S. Department of State. She currently
Jurassic World, a Fun Movie! Examining Students’ Attitude towards English Movie

Nihta Liando

In today’s world, media have a great deal of impact on human’s life. According to statistics, youths ages 8-18 spend approximately 6.5 hours each day using media (Rideout, Roberts & Foehr, 2005). This is an activity that far surpasses the time they spend with parents, doing homework or playing sports. For many English language learners, listening and speaking are difficult skills to be improved. Therefore, they have to find the most suitable way to improve their own listening and speaking skills.

Considering this phenomenon, this work-in-progress study intends to examine students’ attitude towards watching English movie. Among young people, watching English movies is fun activity they should not miss. Therefore, it is assumed that watching movies is considered an affecting factor that could enrich students’ listening and speaking skills. There will be 25 participants from an English department that will be involved in this study. They are requested to respond to a questionnaire seeking information about their attitudes towards watching English movies. The questionnaire is adapted from Pimsamarn (2011). The finding of this study is expected to support the assumption that students have positive attitude towards watching English movie, and that this activity could enrich their ability in listening and speaking skills.

Nihta Liando, a lecturer at English Department, Manado State University, Indonesia completed her PhD at School of Education, the University of Queensland and obtained her MA degree by Research at the University of Adelaide. The recipient of Fulbright Scholarship has presented in various national and international conferences, including AsiaTEFL, Camtesol and TEFLIN Conferences. Her interests are TEFL, motivation, language planning, and sociolinguistics. She has published in several national accredited journals in her country, Indonesia.

Students’ Spoken and Written Discourses in L2 Business Contexts: an Analysis

Noel Franco

More and more business companies and industries require new members of the workforce who have high levels of English proficiency. Thus, the demand for language proficient college students in the pre-employment stage is significantly increasing. It is in this regard that the proponents of the present study have decided to analyze the possible errors being committed by college students in work-related communicative situations. This paper focuses on comparing the grammatical features of Philippine English, grammatical structures, diction and organization of ideas exhibited by college
students in their written and spoken discourses. The study involved students who have taken Business Communication (one of the English subjects being offered in one university in the country). They were given two tasks that intend to measure their ability to communicate using English as a Second language, namely 1) simulated job interview (for the speaking part) and 2) application letter writing (for the writing part). The results of the study reveal that students have more varied sentence structures and word choices and have shown more grammatical features of Philippine English in their spoken discourse than in written discourse. However, the findings show that students displayed more consistent and accurate use of tenses of the verb and prepositions and better organization of ideas in written discourse than in spoken discourse.

Noel Franco is a Research Coordinator and a Faculty member of Baluag University

Creating Around the House Themed Narratives: an Alternative Assessment for Teaching Narrative Text to Madrasah Tsanawiyah Students

Noerhayati Ika Putri

English narrative text is one of the text types taught in English lesson in Indonesian secondary schools including in Madrasah Tsanawiyah, an Islamic school equals junior high school. In the classroom, the teacher will usually adopt an English narrative, focus on the explanation of its generic structure and the past verbs used in this text, and provide list of questions to check the students’ comprehension. These common practices are very teacher centered and the assessments rely strongly on whether or not the students can answer the comprehension questions. To offer a more student centered activity and less threatening alternative assessment, the ninth grade students of MTs Assa’adah were asked to create their own narratives by taking around the house theme. Several steps were undertaken to accomplish the group project: brainstorming ideas, completing the story map, identifying appropriate verbs and time signals, drafting the narrative, and finely producing the hand made narrative books. The process that took up to 5 weeks offers different activities to work on narrative text. Both the teacher and the students were benefited from these lessons. The teacher started to hand over the learning responsibility to the students and at the same time the teacher could assess the students’ progress through the step by step processes of creating the narrative. For the students, this group project offered them wide room for creativity and integrated personal experience into their learning. This also trained their team work skills, developed their sense of belonging to their work, and most importantly this collaborative activity may lead to positive attitude to future foreign language learning.

Noerhayati Ika Putri is a lecturer at the English Department, Universitas Airlangga, Surabaya, Indonesia. She earned her master’s degree in TESL from University of Illinois, Urbana-Champaign, U.S.A. in 2007 as a Fulbright scholar. She is interested in ELT and SLA. She can be reached at iputri@yahoo.com.
Evaluating 2013 Curriculum in English Language Teaching at Vocational High Schools in Indonesia

Noerhayati Ika Putri

2013 Curriculum is the latest curriculum to be implemented in Indonesian schools since 2013. With emphasis on the competences of manner, knowledge and skills, there have been a lot of critics concerning the curriculum. This is due to lacking of evaluation that apparently went missing in the first years of the implementation process. Many schools have struggled with how the curriculum is supposed to be applied. One of the impacted schools is vocational high school. Vocational high school is different from the regular high school since the goal is to produce graduates who are ready to work and thus would apply the skills and knowledge practically. This seems to be in line with the goal of 2013 curriculum, but in reality there has been a lot of problems. By doing class observation and conducting interviews to the English teachers and students of vocational high schools in Surabaya, the second biggest city in Indonesia, problems that have occurred during the learning and teaching process are recognized. These problems include the lack of teaching-learning hours, minimum teaching materials, limited teachers training program, also the failure to recognize the different needs in increasing the students’ communication skills. This could lead the teachers to an assumption that there is no difference between regular and vocational high schools. In fact, judging from the main goal of vocational schools in general, communication skills are more urgently needed by vocational high school students since they are expected to directly practice their skills and knowledge in their work environment upon graduation. 2013 Curriculum can be well implemented if some evaluations are done and improvements are made. Therefore, some suggestions and solutions to the problems are also offered in this research.

Noerhayati Ika Putri is a lecturer at the English Department, Universitas Airlangga, Surabaya, Indonesia. She earned her master’s degree in TESL from University of Illinois, Urbana-Champaign, U.S.A. in 2007 as a Fulbright scholar. She is interested in ELT and SLA. She can be reached at iputri@yahoo.com.

Implementing Students-centered Learning and Peer-assessment in Speaking Class: a Case Study

Noeris Meiristiani

Speaking is one of English subject taught in Pancasakti University of Tegal oriented on oral language. This subject requires the students to have English as spoken skill. The problems arise in Speaking class such as students’ lack awareness of their learning goal, less of confidence to perform in public, less of students’ opportunities in assessing their spoken skill and less of implementing the students-centered learning in Speaking class. Through those problems, the researchers try to observe and find out the implementation of students-centered learning and peer-assessment in Speaking class. This study is qualitative research model which is used grounded theory design. The video recording and questionnaire are used to collect the data. The result, then, is expected to provide idea and new input relating the teaching method and assessment in Speaking class. Moreover, the students will be motivated to speak in front of public.
**13th Asia TEFL International Conference**

**Noeris Meiristiani** is English lecturers in Pancasakti University of Tegal. Noeris Meiristiani graduated on Magister program from Semarang State University and now teaches Speaking. Noeris Meiristiani has produced some articles/proceeding papers in International Conference such as in TEYLIN Conference and WALS conference. Noeris Meiristiani extremely likes teaching and education.

1-PP-812-2

**Metacognitive Reflection in EFL/ESL Classroom**

Nole Redentor Aclan

The qualitative study explored and described the participants’ experiences on how and why metacognitive reflection can facilitate teaching and learning. Semi-structured interviews were used to gather data from seven focus group (FG) participants, i.e., international graduate Academic Writing and Speaking students who are all teachers of various levels. Also one-on-one interviews were conducted with four language teachers: one elementary teacher, one secondary teacher, and two university lecturers. The audio-recorded data were transcribed, analyzed, and interpreted. The findings show that there are two common modes of metacognitive reflection used in EFL/ESL classes: spoken and written. The former can enhance the students’ English communication skills better, particularly in terms of fluency due to the urgency and challenge of expressing their thoughts spontaneously and develop their critical thinking skills due to the necessity of quickly analyzing and organizing what they have learned. Some participants said that writing, although more taxing, gave them more time to critique their own learning, organize their thoughts, and practice their writing especially on a topic they can relate well. Three themes emerged why the participants use metacognitive reflection in their teaching: evaluation of their own teaching towards improvement, understanding students' learning process, and assessment and reinforcement of how students would apply their learning to the real world. The findings also show that metacognitive reflection can be used with various levels of learners, i.e., elementary, secondary, and college, as well as mixed English proficiency levels. However, the participants reported that as a strategy, reflection is more useful and beneficial for low proficiency students as it gives them more opportunities to practice their English, both oral and written, while they reflect on their cognitive learning as it makes them understand and remember better what they have learned and clarify what they do not understand well.

1-PP-811-3

**Necessity of Nonverbal Communication Skills for the Real Communication**

Noriko Akiho-Toyoda

The wrong gestures or body-languages give a native English speaker confusion and misunderstanding. Many learners, and unfortunately teachers, are not aware of haptics, proxemics or paralinguistics, which are crucial to deliver speaker’s message to the hearer. Yet, not much taught at school.

The experiments were done with 66 native English speakers by showing two sets of videos; each contains a Japanese speaker with 30 minutes nonverbal communication (NVC, hereafter) lesson.
and the other without and asking them which they thought more “confident”, “communicative”, “trustworthy” and which they wanted to become a friend”. Such speakers with a career as an international flight attendant with high TOEIC score, though never learned NVC, failed to gain the native English speakers’ trust and friendship. The average ratio is about 75:25, the scores for low English proficiency with NVC vs the one with high English proficiency without NVC, relatively. I would appreciate it if you take just a minute to watch this video to see how NVC works and how it is hard for native English speakers to communicate with people who do not use it from here. The subject is a Japanese teenage boy with a conventional English education in Japan, meaning that he received no conversational English instruction, who was taken the video before and after the 30 minutes’ NVC lesson; http://youtu.be/Lljf9A6mxGAK

The video shows he looks and even sounds like a near-native speaker. The most important thing is the hearers feel comfortable and understand more with the natural NVC.

Akiho-Toyoda, Noriko, MA Applied Linguistics, under supervision of Prof. Larry Selinker and Prof. Ikuo Koike for SLA, semi-lingualism and A.I programming

1-PP-807-1

Digital Literacy as an Approach to Teach Essay-Writing Among PPISMP TESL Students
Norul Rafidah bte Redzuan

Our students in twenty-first century are highly digital literate. The widespread use of technologies such as smart phones, tabs and so on have influenced the way they learn in reading and writing. Students nowadays prefer literacy in digital rather than print form. Teaching writing is challenging as students often find it boring and tedious if it is taught traditionally. Therefore, teachers need to incorporate technology into teaching writing. This study explores the use of digital writing to motivate students to write and share their ideas with others. In a case study of sixteen students, a qualitative method is adopted. Through the analysis from students’ work and interview, the findings illustrate a clear preference by the students towards digital writing approach than the traditional writing in print form. This learning encouraged more writing process on the part of students with others and in turn, encouraged a collaborative learning environment and their motivation in writing.

1-PP-818-3

Learning the Tricks from the Tricksters: A Study on Indonesian and Chinese Folktales
Nur Saktiningrum

This study is projected to promote intercultural awareness in the classroom. This paper discusses parallels and contrasts between two trickster characters existed in Indonesian and Chinese folktales; Si Kancil and Sun Wukong. Tricksters are chosen for the study since, according to Radin (1956: ix, 184), they belong to the oldest expression of mankind and they represent “the undifferentiated and distant past, and the undifferentiated present within every individual”, as well as every culture. So by studying Si Kancil and Sun Wukong, the understanding of two cultures can be obtained.
The objectives of this study are 1) to reveal the values represented by Indonesian and Chinese trickster characters, 2) to compare and contrast the values found in order to raise intercultural awareness in the classroom. To reach the objectives, two forms of data are used; the stories or written material, and the visual image of the tricksters. The two tales are discussed based on Rene Wellek’s theory saying that “... literature “represents” “life”: and “life” is, in large measure, a social reality ...” (1956:82), and Abrams’ “art (is considered) as imitation, and more or less like a mirror”. (1976:34). The application of the theories enables us to appreciate the tales as the representations of Indonesia’s and Chinese’s social and cultural reality. The visual image data are discussed based on Barthes’ theory; “...the image is not a reality but at least it is its perfect analogon. ...: it is a message without a code;...: the photographic message is a continuous message.” (1977:17). The visual images of Si Kancil and Sun Wukong are regarded as texts or structures that can be read to understand the phenomena and values they represent. The findings then are used to propose several class activities to exercise and enhance students’ intercultural competence.

Dr. Nur Saktiningrum has been teaching at the English Department, Universitas Gadjah Mada, Indonesia since 1996. She teaches language classes, African-American Literature and others within the range of American Studies. Her passion has been on religion, religiosity and visual studies as well as their manifestations in literary works. She has given talks on those subjects in national and international Seminars (USA, New Zealand, Korea, and Malaysia).

EFL Teachers’ Needs of Authentic Assessment: an Implication to the New Indonesian 2013 Curriculum
Nyoman Dantes

A nationwide evaluation study conducted in 2014 on the piloting of the country’s new 2014 affective-based curriculum reported that among the three major tasks of teachers, implementing the mandated authentic assessment was the major challenge. The primary

Alternatives in Assessment: a Glance of Thought for Techniques, Challenges, and Opportunities Due to the Implementation of 2013 Curriculum in Indonesia
Nyoman Oka Dharma

In the current classroom instruction, traditional assessment, such as test, still becomes the most favorable language assessment technique used by the teachers no matter what competence is being assessed. Frequently, there is mismatch between the competence and the assessment technique implemented. For instance, in assessing the students’ competence in using language expression in speaking skill, the students are asked to write a dialogue in an essay test or choosing the correct expression from a multiple choice test. It does not provide evidence for the students’ competence since there are no demonstrations of achievement involving actual performance (Johnson&Johnson,
Moreover, students have sometimes viewed tests as unfair measure of their language ability and have feared that they would not perform well on them.

Due to the changes of curriculum in elementary and high schools in Indonesia education system, in spite of test, there are some alternatives in assessment that could be implemented for assessing the students' competence such as portfolio, journal, and self and peer assessments. Some challenges might be faced by the teachers in implementing those assessment, such as the teachers' competence, teachers' workload, teachers and students time management, students' writing ability, students' learning autonomy, students' low achievement, and local culture influence. Therefore, to answer the challenges, there are some opportunities that could be considered, such as conducting community learning, integrating technology into the instruction, and accommodating local culture which gives positive washback effect for the assessment instrument development.

Exploring Learners' Engagement in Indirect Written Corrective Feedback: Insights from Learners' Think-Alouds

Ok Yeon Kim

Over the past decade, the role of written corrective feedback (CF) has been subject to debate by second language writing specialists as well as second language acquisition (SLA) researchers. With many researchers' endeavors, the majority of written CF studies reveal that written CF can lead to acquisition. As a result, current research has shifted its focus from investigating whether written CF results in acquisition to examining what type of written CF works best. In terms of type of written CF, much research has focused on investigating differential effect between indirect and direct feedback. The main factor distinguishing these two types of written CF is the learner's engagement in the correction process. In spite of learners' major engagement in the process, not much attention has been paid to explore learners' readiness to take responsibility in the process, and their spontaneous tendencies in the correction process. The current study constitutes an attempt to examine twenty-four Korean language learners' differing abilities to self-correct along with the strategies undertaken by the learners while correcting the errors, with a view to expanding our understanding of the learners' role in the feedback process. The current presentation will report the learners' differential self-correction performances in accordance with different level of proficiency in Korean, and also report on the results of the think-aloud protocols which were collected while they perform the self-correction activity. Based on survey and interview results, learners' views on their grammar needs, feedback preferences, and strategy preferences will also be discussed along with implications and avenues for future research.

Ok Yeon Kim received her M.A. degree in Applied Linguistics at Sogang University and has been pursuing a Ph.D. degree in Applied Linguistics at the same University. Her research interests include written corrective feedback, second language acquisition (SLA), corpus linguistics, and ESL/EFL learning in general.
Multiple Intelligence in Differentiated Instruction
Otgonbayar Mashbat

As the topic of the presentation implies “Multiple Intelligence in Differentiated Instruction” is just suggestions and methods to the teachers who have the students with different level of English, interests, their individual potential. It means it explores the concept of differentiated instruction and how this approach to teaching takes into account the differences between learners and modifies instruction to meet the needs of all students.

In this poster presentation, participants will be introduced seven linguistic intelligence strategies in teaching different classes and share their ideas with other teachers about differentiated instructions. The Multiple Intelligence theory suggests that no one set of teaching strategies will work best for all students at all times. All children have different proclivities in the seven intelligences, so any particular strategy is likely to be successful with several students, and yet, not for others. Because of these individual differences among students, teachers are best advised to use a broad range of teaching strategies with their students. As long as instructors shift their intelligence emphasis from presentation to presentation, there will always be a time during the period or day when a student has his or her own highly developed intelligence actively involved in learning.

Our poster presentation’s goal is to help and give ideas to the teachers who have the problems with different level of English, interests and personalities and also give the introduction of Multiple Intelligence in Differentiated Instruction. Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. Teachers can divide into groups by multiple Intelligences such as linguistic intelligence (lectures, debates, large- and small-group discussions, writing activities, brainstorming etc…), bodily-kinesthetic intelligence (using such activities: creative movement, mime, hands-on thinking, field trips, competitive and cooperative games etc…), musical intelligence (using such activities: musical concepts, singing, humming, playing recorded music etc…), logical/mathematical intelligence (mathematical problems on the board, scientific demonstrations, logical problem-solving exercises, logic puzzles and games etc…), Spatial intelligence (charts, graphs, diagrams, maps, visualization, photography, videos, slides, and movies etc…), intrapersonal intelligence (independent study, self-paced instruction, individualized projects and games etc…), interpersonal intelligence (cooperative groups, interpersonal interaction, conflict mediation, peer teaching etc…).

Getting knowledge of this teaching method teachers could use this way in their English class to improve their students’ learning abilities and interests.

To sum up, we have tried to teach English in ESP/ESL classes efficiently and we will share with colleagues in our work.
An Instructional Model Using Self Motivational System to Promote the Intended Efforts and Develop Learning Achievement

Pacharin Outhaichut

The purposes of this research were 1) to investigate the influential factors of motivational system 2) to develop an instructional model by using self motivational system, and 3) to evaluate the effectiveness of the instructional model. The research procedure comprised three phases as 1) using the survey. Multi-stages samplings were used as follow 409 grade 10 students from 45 schools under Secondary Educational Service Area 23.(SESA 23) 2) using an action research. The target group consisted of 38 students and 38 parents at Triamudomsuksa School of the Northeast, 3) using focus group discussion and evaluation. The target group was 13 English teachers from universities and SESA 20 and 23 . The research instruments were a set of questionnaire , the Motivation Orientation Language Teaching (MOLT), the instructional learning interview form, the reflection form, the Rubric Scores in speaking and writing forms, tests, and questions. The data were then analyzed and presented in percentages, means, standard deviation, and multiple regression analysis. The quality data were obtained by Typological Analysis. The findings as following:

1) six factors namely, parental encouragement, English learning experience, promoting learner autonomy, ideal English self, and encouraging positive self-evaluation influenced on intended efforts and learning achievement significantly at the level of 0.01 and ought-to English self significantly at the level of 0.05

2) the instructional model composing of nine components: (1) background (2) objectives (3) elements (4) five teaching stages with self evaluation and objective setting, task motivating, practicing self motivating strategies, positive feedback, and reflection (5) students, teachers, parents’ roles (6) social system (7) principles of reaction (8) support system and (9) evaluation and assessment was effectiveness in promoting the students’ intended efforts and developing learning achievement.

3) this instructional model's excellence of quality level was evaluated.

Dr. Pacharin Outhaichut has been teaching English for 34 years at high secondary school (Triamudomsuksa School of The Northeast). She graduated B.Ed in English from Srinakarinwirot University in 1980, M.Ed (TEFL) from Silpakorn University in 1995, and Ph.D in Curriculum & Instruction program, at Faculty of Education, Khon Kean University, Thailand in 2014. She is a trainer and a guest speaker in teaching English in Secondary Educational Service Area Office 23. Her article entitled “The Influential Factors of English Motivational Self System” was published by GSTF Journal on Computing, Jan 2013 Vol.2, No 4 ISSN:2251-3043. Her Interest is psychology in education: motivation.

A Corpus-based Study of English Vocabulary Acquisition

Pan Han

The vocabulary acquisition has increasingly play a crucial role in the second language
acquisition, as language learners can not successfully communicate with others without the vocabularies to express various meaning, no matter how skillful they are in grammar or how well-behaved in pronunciation. While in the process of learning vocabularies, learners may find that the inappropriate expressions and pragmatic failures occurred in a high rate, even though they have already mastered the pronunciation and meaning of the vocabularies. Thus, the vocabulary acquisition may be a headache for the second language learners. In recent years, however, the establishment and development of the data corpus has provided kinds of efficient methods for the language acquisition, especially for the acquisition of vocabulary. Compared with the traditional way based on intuition, the latest linguistic research showed that learning vocabulary in context is better than in separated situation, in other words, a corpus-based study of English vocabulary acquisition may have its overwhelming merits in that the corpus presents a mass of cases about language uses, by which learners can observe the context of target language and summarize its regular pattern. Thus, this paper, based on the corpus of BNC (British National Corpus) and CLEC (Chinese Learners English Corpus), mainly aims to discuss the depth of word in vocabulary acquisition from the aspects of collocation and colligation, semantic prosody and register, for the purpose of putting forward some effective advices for vocabulary acquisition.

Han Pan is pursuing her M.E. in foreign language school from Central south university (PR China). She is majoring in foreign linguistics and applied linguistics. Currently, under the guidance of Prof. Li, her research interest is second language acquisition and semantics.

To Deduce or to Induce? A Comparison of Two Grammar Learning-Teaching Approaches

Patrick Leung

In the mind of many students and teachers, grammar has traditionally been, and still is, considered to be one of the most, if not the most, important aspect in second/foreign language comprehension, learning and acquisition. How best and effectively English grammar should be taught in ESL classrooms is thus often under debate. There are essentially two major approaches to grammar teaching: deductive grammar instruction and inductive grammar instruction. To date, research findings have yielded inconclusive findings regarding the effectiveness of one instructional method over the other. This study was, therefore, conducted to illuminate and elucidate the effect of different grammar teaching approaches on the learning outcomes of Chinese learners of English. Instead of seeking generalisations or statistical claims, this investigation intends to uncover and obtain a more systematic understanding of the reality.

The study was conducted with two classes of 20 low-ability Secondary 3 learners in a Hong Kong secondary school. One class received deductive grammar instruction whereas the other inductive. The target grammar item concerned was the third conditionals, a grammatical structure which often poses challenges to Chinese ESL learners. The focus of the teaching was the three dimensional aspects: form, meaning and use. A pre-test-post-test methodology was used to determine and compare the learning gains of the two groups.

The results indicated that the performance of the students receiving the inductive grammar
instruction was better than the counterparts receiving the deductive instruction. The test scores of the former, in comparison with the latter, revealed a higher and more noticeable gain in terms of all the three dimensional aspects of target grammar item. The dimension of meaning exhibited the greatest increase, followed by form and use, which were of similar rise. This generates some important pedagogic implications for teachers.

Patrick Leung is currently an Assistant Lecturer at the University of Hong Kong teaching English for Academic and Specific Purposes courses. His research interests fall into pedagogic grammar, corpus linguistics, second language teaching methodology and Content and Language Integrated Learning (CLIL).

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Blended-Learning for Enhancing Learning Experience and Encouraging Collaboration among Students
Patrisius Djiwandono

The paper reports a study on the potential of blended-learning for enhancing learning experience in a content course and encouraging collaboration among them. It proposes some ways of encouraging more able students to help these less able classmates, which involves both giving offline instruction and monitoring their online interaction afterwards.

The paper reports a study on the potential of blended-learning for enhancing students’ learning experience in a content course and encouraging collaboration among them. The learning experience is defined as students’ efforts to grasp the main points of a lesson delivered in a blended-learning fashion. It shows that students who are shy and passive during offline teaching take more initiative to answer and have greater chance of learning from the interaction in online session. However, it is apparent that they need assistance in understanding the lesson. The paper proposes some ways of encouraging more able students to help these less able classmates, which involves giving offline instruction and monitoring their online interaction afterwards. A qualitative analysis then shows how the interactions unfold to generate the improvement of learning experience. It seems evident that while the main ideas of the lesson is successfully learned, some language accuracy issues still persist.

Patrisius Istiarto Djiwandono is a professor of English Language Education at the Faculty of Language and Arts, Universitas Ma Chung, Indonesia. He teaches teaching methodology, research methods, and language testing. He has written several books on language learning and testing. His interests are teaching learning methodology, language research, and language testing.

2-W-801-7

Students Can Soar: How to Apply Inductive Reasoning to ELT Lessons.
Paul Davis

Traditional Asian classrooms are often teacher-centered, with the teacher feeding information
and answers to the students. In such classrooms, encouragement and practice for students to think critically about issues and/or situations and reach their own conclusions and answers can be lacking. A recent trend has emerged in some Asian English language-teaching (ELT) classrooms for incorporating critical thinking into lessons.

This workshop will introduce and demonstrate an effective teaching method that empowers students to reach their own conclusions about a given situation or incident. This method utilizes inductive reasoning, which can be applied to ELT lesson plans to teach critical analysis. Inductive reasoning is a way of thinking that produces a reasonable conclusion based on the analysis of a series of observations and/or facts. The specific method introduced in this workshop uses the acronym SOAR—Survey, Observe, Analyze, and Respond—to guide students in thinking through their observations and, in the end, to reach logical conclusions. The goal is that students, by discussing their observations as a way to analyze and explain them, will ultimately derive logical conclusions about given situations of which they were initially uncertain. With students working towards their own conclusions, the teacher’s role is to simply monitor and correct language use while guiding students through their thought processes, and not to provide them answers.

This workshop will also demonstrate how to apply SOAR in the classroom. During the demonstration, participants will engage in an exercise that applies SOAR to a short animated video. After the demonstration, other possible applications will be suggested and discussed before the workshop concludes with a Q & A session about the theory and practice of the SOAR method of inductive reasoning.

Paul William Davis, raised and educated in the USA, has been a Lecturer in the English Language Center at Shantou University, China, for the past three years. At Shantou University, Paul serves as the Coordinator of the integrated critical thinking course level. His current areas of focus include teaching-methods and the integration of critical thinking into English language teaching (ELT) lessons. Paul’s range of teaching experience includes primary and secondary school learners, as well as university students.

Challenging the Notion that ELF Might Destroy Our Standards
Paul McBride

During a featured presentation at the 2014 Asia TEFL conference, it was implied that “standard” language and “standard” content, being specified by the respective infra genres of particular writing tasks, should be adhered to by learners as they prepare for authentic academic and professional writing tasks in “the real world.” It was assumed that English as a lingua franca (ELF) is a variety of English, and it was implied that ELF threatens academic standards. The presenters will outline some alternative views. ELF is not considered to be a variety of English among ELF researchers, and is not proffered by them as an alternative model or a version which all teachers should use. Instead, the focus in ELF research is on effective use of English, and teachers may decide for themselves about the significance of ELF in their teaching contexts. The presenters challenge the assumption that in international communication conformity to native speaker norms rather than success in communication is of paramount importance. They regard English as a heterogeneous
language which has been adopted internationally in the academic domain to the extent that now, from a global perspective, ELF rather than English as a native language is more characteristic of that domain. They endorse Widdowson’s contention (1994) that since English is an international language, no particular community has custody over it, and they advocate ELT objectives which reflect its global use. They will present survey results showing apparent widespread support for ELF-aware teaching and learning among staff and students in an ELF program at a private university in Tokyo. This study contributes to discussion on appropriate directions for ELT in Asia by proposing that traditional notions of “standard” language and proficiency undergo a reevaluation, which might manifest in a shift in teaching emphasis towards communicative capability and away from conventional encodings.

Paul McBride is an assistant professor at the Centre for English as a Lingua Franca at Tamagawa University in Tokyo. His research interests include English as a lingua franca, extensive reading, critical thinking and autonomous learning. (paulmc64@lit.tamagawa.ac.jp)

Dictionary of Essential Biota Among Agta of Alabat Island, Quezon Province
Pedro Jose L. De Castro

The study aimed to look into habitual indigenous language used by the Agta vis-à-vis wildlife with aesthetic value, domestic and medicinal activities; to generate a dictionary of essential biota used by the Agta. This study is participatory action research method which applied both quantitative and qualitative data. Quantitative data primarily comprised of the demographic data from the census of simple demographics of the respondents while the qualitative data focused on defining concepts and social constructs through interview and focused group discussion (FGD). The locale of the study was the Aeta community in Alabat, the first district of Quezon. There were five elderly from the Agta in Alabat Island who acted as participants of this study for they were the ones who still use the indigenous language. Based on the findings, a small number of Ayta speaks an indigenous language called Inayta, younger generations do not use Inayta anymore but understand some words and expressions. Partial traditional aspects of Ayta lives are present, due to their tiring farm-related work as laborer, they even regulated to plant trees that attract animals that are the sought-after sources of subsistence even the useful plants for immediate needs for medicinal use. The recorded information gives us an important lesson vis-à-vis reasoning assets of Ayta’s younger generation have to be viewed and evaluated taking into consideration their Inayta language parallel to their ecological and cultural contexts that place very different demands on day-to-day life. Moreover, there is sufficient Inayta language knowledge among elders of the community around the Ayta of Alabat on medicinal plant species, domestic value and aesthetic influences to contribute not only to a sustainable provision of floral and faunal species but also a potential to share this knowledge beyond mutual language in the Philippines. Imperative message can be developed by releasing such information from the monopoly of a few to the wider population through an “accelerated” social construction process relative to public awareness campaigns and agendas that will save this dwindling language.
The Integration of Components of Pedagogical Content Knowledge (PCK) — A Case Study of Business English Teachers

Peng Wu

This study aims to investigate the function and integration of four components of pedagogical content knowledge (PCK) in teaching practice. This study is based on the premise that all PCK components are inter-related and therefore they integrate but not independently function in teaching practice. This study was conducted in business English (BE) classroom in EFL context where four BE teachers were selected for a case study. Data sources included class observation, semi-structured interview and teaching materials and teaching plans. Data were analyzed from both numerical approach and constant comparison. The data analysis reveals the general patterns of integrating PCK components among the four case teachers: 1) the two PCK components of knowledge of instructional strategies for BE teaching and knowledge of students’ understanding of BE are frequently applied in classroom teaching and they are closely integrated with each other; 2) knowledge of BE curriculum is applied in classroom teaching and it has a close relation with knowledge of instructional strategies for BE teaching rather than the other two PCK components; 3) knowledge of purposes of BE teaching does not play an active role in classroom teaching and it also presents little integration with other PCK components. This study will help raise their awareness of integrating PCK components in teaching practice and thus enhancing teaching effectiveness.

Wu Peng is an associate professor at School of Languages of Shanghai University of International Business and Economics, China. She has got her Ph.D at Faculty of Education in the Chinese University of Hong Kong. She has done research in business English teaching and has published many scholar articles in this field.

Comparing Creative Themes Chosen by Japanese, Lithuanian, and Emirati Students When Writing Exactly 50 Words in English for the ESSC

Peter Hassall

Bridging socio-cultural and socio-linguistic contexts, this paper explains how the World Englishes pedagogy of the 50-word Extremely Short Story Competition (ESSC), which first appeared in World Englishes (2006), may be utilised to compare student themes in written English ‘stories’ produced in Lithuania, Japan and the United Arab Emirates (UAE). Students in all three countries were given free-reign to write on any subject of their choosing and asked to write exactly 50-word Extremely Short Stories (ESSs). As in Hassall (2006), they were encouraged to write ‘fact or fiction; poetry or prose’. At the International Symposium: Learner Corpus Studies in Asia & the World held in Kobe, Japan, Matsubara (2013) compared two parallel corpora each comprising ESSs written by more than 500 student-authors collected in Japan and the UAE in 2006. Matsubara identifies some 44 different themes, as being related to ‘general mindset’; ‘behavior’ and ‘culture of groups’ of these two sets of student-authors. The same two ESS sets from Japan and the UAE will be compared with
students’ 50-word written English contributions which were collected following workshops, held at Kaunas Faculty of Humanities, Vilnius University, Kaunas Lithuania in April 2015. It is significant that the ten most frequent themes chosen by Japanese student-authors and UAE student-authors comprise mutually exclusive sets. Matsubara identifies the three most frequent themes appearing in the Japan ESS set as: 1) Hobby & Club Activity; 2) Friend & Friendship; 3) Appreciation of Nature. These contrast starkly with the three most frequent themes appearing in the UAE ESS set: 1) Death; 2) Moral Message & Encouragement; 3) Self-introduction & Self-reflection. It will be enlightening to determine whether the Lithuanian ESSC data set of most frequent themes is similarly exclusive or whether it bears greater similarity to the Japan or the UAE set of ESSC themes.

Peter Hassall of University College, Zayed University Dubai, deviser of the 50-word Extremely Short Story Competition [ESSC] has lectured in Middle East/SE Asia/Pacific Rim, and published in Asian Englishes & World Englishes. Peter received three English Speaking Union (ESU) awards from HRH Prince Philip, Duke of Edinburgh. Hassall’s project Facets of Emirati Women has been displayed in the UAE, England, Scotland, Japan, Italy, France, Czech Republic, Greece, Romania, New Zealand and Lithuania. Facets of Emirati Women has been translated into Japanese by Yuko Takeshita with Fujimi Sakai Tanaka and was recently translated as an English-Arabic bilingual anthology by Omnia Amin.

Double-talk: a Bakhtinian Take on the Code-mixing Practices of English Language Teachers in China
Peter Teo

It is a common phenomenon in many English as a Foreign Language (EFL) contexts for teachers to use the first language to teach English, as it is often assumed that this code-mixing eases novice learners into the target language. However, the extent to which and the exact ways in which such code-mixing practices support student learning have not been subjected to scrutiny via the analytic lens of classroom discourse analysis. This paper reports the findings of a qualitative study of the classroom talk of EFL teachers in China aimed at providing a better understanding of how their code-mixing practices contribute to student learning. The theoretical lens through which the study has been undertaken relates to Bakhtin's concept of dialogism, which views dialogue as the principal means for meaning-making and learning. In this study, ‘dialogism’ is operationalised not only in the initiation-response-feedback sequences that transpire between the expert teacher and novice learner, but also in how teachers move between Chinese and English in order to facilitate the inter-animation of the two languages. The primary data for this study comprises approximately 30 hours of audio-recordings of lessons taught by 15 EFL teachers at the high school level in two Chinese cities. The analysis produces findings that shed light on when and how code-mixing practices contribute to student learning. The implications of these findings will be discussed in relation to EFL education and, more broadly, the role of teacher talk in promoting language learning and cognitive engagement.

Dr. Peter Teo is an Associate Professor, English Language and Literature, National Institute of
Education, Nanyang Technological University, Singapore. His teaching and research interests converge in the areas of literacy education and critical discourse analysis, with a special focus on critical literacy and language teaching pedagogy. He has published several articles in international journals including Discourse and Society, Critical Discourse Studies, Linguistics and Education, Language and Education, Journal of Writing Research and Journal of Language and Politics. In addition, he has co-edited four books, including three on English language teaching.

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**Improving English Language Test Development by Test Validation at University of Languages and International Studies, VNU**  
Phuc Diem Le

In an attempt to improve English language testing and assessment in Vietnam, extensive resources have been directed towards different stages of this process including item writing and item writer training. However, test validation, one critical step to ensure the test quality, has been hardly touched upon. The absence of in-depth studies in this area may make the current efforts meaningless. With a view to becoming one of the pioneers addressing the issue, the researchers have conducted this study in order to investigate the goodness of achievement tests currently used in University of Languages and International Studies (ULIS), a leading institution in language education in Vietnam. In this paper, Item response theory, a radical approach in test validation, is utilized and the data is analysed with CONQUEST, a software package used for statistical analysis. The findings suggest problematic reliability and discrimination indices. To be specific, while there is low consistency of test results, most items fail to distinguish high-level students from their low-level counterparts. These results may indicate not only incompetence of test developers but also inefficient test design procedure in ULIS. The study, therefore, lays some foundation for the future improvement of English language assessment at ULIS in particular and in Vietnam in general.

**1-S-820-1**

**Literacy Practices in Taoist-Buddhist Temples in Singapore**  
Phyllis Ghim-Lian Chew

Religious Taoism may be viewed as an adaptive set of strategies for people to cope with their relationship to life, death and immortality since it offers immediate attention to the devotee and uses a holistic approach to solve individual problems. Centered on the creation of the harmony between the different world of existence and of the relationship between humankind and the “spirit” of nature, it affirms the mystical experience while encouraging a moral life. This paper surveys the little known literacy practices of three Taoist-Buddhist temples in Singapore. The multi-literacies of temple worship, fire and dragon festivals, spirit-medium exchanges and ancestral worship are discussed. This is an ethnographic study which seeks to describe not just culture and situated literacy practices but also how these situated local practices are implicated and influenced by larger educational, linguistic and socio-historical influences.
Dr Phyllis Ghim-Lian Chew is a professor of sociolinguistics and language methodology at the Nanyang Technological University, Singapore. She was the 2010 Fulbright Visiting Professor to Harvard Graduate School of Education as well as the 2012 Leverhulme Trust Visiting Professor to the University of Roehampton. Her latest books are Emergent Lingua Francas (NY: Routledge 2009) and A Sociolinguistic History of Early Identities in Singapore (UK: Palgrave 2012) and Muslim Education in the 21st Century: Asian Perspectives (2014).


Pikir Wisnu Wijayanto

This study aims at finding and examining the meaning from the “Opinion Forum” article by applying metafunction analysis with appraisal systems deployed in order to explore texts in detail from the perspectives of discourse semantics developed by James Martin and David Rose (2003). The data is taken from the opinion article column of the Jakarta Post published on Thursday, October 23rd, 2014 entitled “A Human Rights Memorial: Jokowi and the Sorcerer's Stone” written by Barikatul Hikmah. Based on the appraisal systems of attitude text, the writer uses more positive option for affect the reader than the negative options. The dominant positive options are used in order to express the writer’s opinions, suggestions, and expectation to the Jokowi’s government, in term of Jokowi’s commitment to human rights enforcement and the importance of building a human rights memorial. The direct opinion for affect in emotional states category used around 13 expressions, and 4 words and phrases for showing the physical expressions. The implicit opinion of clause used in this article consist of 2 extraordinary behavior expressions and 3 metaphors expressions. Based on the amplifying of (gradable) attitudes text, the article is expressing the force of attitudes (intensifiers) that make it possible for us to compare things or to say how strongly we feel about someone or something by comparison to others. Based on the source of attitude analysis, the text is a narrative with some clauses containing the affect values. The writer can be said to be fully responsible for all of the evaluation, and the sources of attitudes are attributable to the writer's expectation.

Pikir Wisnu Wijayanto is an English lecturer at Telkom University Bandung. He graduated from Sanata Dharma University Yogyakarta in English Language Studies in Master Degree. Recently, he is studying in Doctoral Program of English Teaching and Education in the Graduate School at Semarang State University. He is interested in some research fields such Teaching English and Education, E-Learning, Literature, Linguistics, and Translation studies. His personal email address is at pikirwisnu@tass.telkomuniversity.ac.id
**Effects of the Number of Word Retrievals Required in a Word-focused Exercise**

Pi-Lan Yang

Folse (2006) claimed that the number of word retrievals required in an exercise is a critical factor in improving second or foreign language (L2) vocabulary knowledge incidentally. The present study aimed to explore effects of different numbers of word retrievals required in an exercise. Three parallel intact classes of sophomore students studying English as a foreign language at a technology university in Taiwan participated. Six words from an authentic reading text “The Life of A Food Critic” and four related words were selected as target words via a pretest. After receiving teacher’s reading instruction with a glossary and with a focus on its content, three intact classes of the students did a one blank-filling word exercise, three blank-filling word exercise, and five blank-filling word exercise respectively. An unexpected posttest was administered immediately after the three exercises, requiring the students to spell out the correct form of each target word according to its English definition and Chinese translation provided. An unannounced delayed posttest with the same requirement was conducted two weeks after the immediate posttest. A follow-up opinion questionnaire was used to measure the students’ perceptions. Results show that five blank-filling exercise created more initial word gains than three blank-filling exercise, which created more initial word gains than one blank-filling exercise. Such a superiority was seen only between five blank-filling and one blank-filling exercises in subsequent word retention. Results of the opinion questionnaire show that three blank-filling exercise was thought of as the most optimal word exercise for incidental vocabulary learning.

**Pi-Lan Yang** is an associate professor of the Foreign Languages Education Center at National Kaohsiung Marine University in Taiwan. Her research interests include second language acquisition, syntax, and psycholinguistics.

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**English in the Context of Linguistic Minorities: a Case of Southwest China**

Ping Qiao

The world expansion of English, alongside of the ever intensified process of globalization, has already raised serious questions about its impacts on the sociopolitical, economic, linguistic and cultural integrity, unity, and autonomy of non-English speaking countries (Tsui & Tollefson, 2007). In many multi-ethnic nations like China where English has been paradoxically legitimized as a linguistic means for economic growth, how to balance globalism and nationalism, how to mitigate the threat of English to the local language and culture are of great concerns. Situating the discussion in the context of China, this study critically analyzes the sociolinguistic situation and the multi-dimensional impact of the introduction of the new round of English curricular on linguistic minority students in Southwest China. Based on government documents, interviews, and personal narratives, the results highlight various challenges and issues confronting English education related to language policy and planning, language status, educational equality, and national identification. Given
cultural encounters and collisions have become a symbol of modern world, it is hoped that the results of this study can serve as a reference for future reforms both in language-in-education policy and English education.

QIAO Ping is an English teacher and researcher in China West Normal University, whose research interest includes critical discourse analysis, language policy and planning, and general issues related to language teaching.

Education in Emergencies: Re-integrating Teachers and Students into Formal Education after the 2015 Earthquake in Nepal

Pramod Kumar Sah

Education for All (EFA) is a global movement led by UNICEF that the majority of countries plan to introduce. This does not only include the case of normal situations but also it requires that we ensure equal opportunities for those who are affected by emergencies. A recent devastating earthquake in Nepal has also caused physical, psychological and cognitive effects on children, and it therefore poses challenges to different stakeholders to help traumatized children come out of it.

We consequently designed and delivered programmes that helped teachers and students be reintegrated into formal education. We specifically tried to address the effects of the psychological impact on children by offering different fun activities such as singing, drawing, telling stories and playing games. These activities primarily focused on playing with children and engaging them in fun activities that, in fact, helped out with the psychological counselling to cope with fear and loss. This also reported a dramatic increase in the number of students after the resumption of schools.

Teachers and parents, on the other hand, were debriefed on trauma counselling. Teachers, in particular, were helped for reintegration by providing them with trainings. The teachers were trained to deal with earthquake focused lesson plans to address the trauma that both teachers and students carried into the classrooms. The trainings specifically focused on developing peace skills such as negotiation and building confidence to deal with traumatized children. Teacher interviews later revealed that the trainings helped them reintegrate into classroom environment and dealt with their children effectively.

This presentation will bring insights from the programmes that we implemented successfully, which may foster education practitioners in other emergencies.

Pramod Kumar Sah, an EFL/ESL teacher from Nepal, holds an MA in TESOL with Applied Linguistics from the University of Central Lancashire, UK and an M. Ed in ELT from Tribhuvan University, Nepal. He has designed and delivered a wide range of EFL/ESL courses in Nepal, China and United Kingdom. There are also a couple of books and journal articles published on his name. His major research areas include multilingualism, language and literacy, World Englishes, use of mother-tongue in L2 acquisition, and corpus-based language teaching.
Knowledge about Language: Critical thinking and the Role(s) of Grammar

Priscilla Angela Cruz

This paper is an exploration of the role(s) that knowledge about language (Martin 1998) can play in the teaching of critical thinking. In the English class, critical thinking is considered a valuable subject area usually involving knowledge of rhetoric in the building and defending of arguments. A ‘critical thinking’ module might involve but is not limited to lessons on building arguments, recognizing flaws in arguments, preparing counter-arguments, and identifying and critiquing the underlying assumptions in arguments. Although these rhetorical approaches have proved valuable in the English class, this paper argues that it is also necessary and equally valuable to exploit knowledge about language in teaching critical thinking. This way, a critical thinking class can also build on students’ knowledge of grammar as well as their knowledge of rhetoric. In exploring the role of knowledge about language in critical thinking, this paper will draw on functional perspectives on language that examine the link between grammar and meaning in texts. Doing so will present additional resources that teachers can use in their classrooms.

Priscilla Angela T. Cruz is a faculty member of the Department of English, Ateneo de Manila University. Her research interests are on grammar and discourse instruction, discourse analysis, Systemic Functional Linguistics, and language variation. She has been teaching university students for almost 15 years now.

An English Full Immersion Program: a Challenge Towards Student’s Identity and Sense of Nationalism

Pritz Hutabarat

The importance of English as a global language is undeniable and becoming a competent user of this language is demanded of the time (Oommen, 2012). Consequently, mastering English has become a priority for many schools, leading to English becoming the medium of instruction. Despite the cancelation of all English immersion programs for Indonesian public schools, some private institutions, inspite of a lack of awareness of the shortcomings of this approach, continue the effort mainly driven by an ambition to provide high quality education. Thus, this study investigates potential threats a full immersion program (FIP) poses to students’ identity and sense of nationalism as Indonesians. Four distinguishing features of Indonesian culture are used to observe the students’ perceptions of their identity and sense of nationalism. This research aims to gain insights from the students and teachers to better understand the potential drawbacks amid the positive outcomes of FIP. The results are expected to provide a valuable insight into the case for FIP within the Indonesian school setting and ideas for how to maximize the benefits and minimize and avoid the disadvantages. This study is particularly useful for teachers, parents, and administrators working at bilingual and international schools seeking to improve the quality of the English teaching at their school through the implementation of FIP, yet nurturing their students’ sense of nationalism.
Pritz Hutabarat has been teaching English in Indonesia since 2002. He took on the profession as an English instructor following his CELTA training at ITTC, Bournemouth, UK. He completed his masters in English Teaching Education from the Indonesia University of Education in 2014. His teaching experience ranges from teaching English at mainstream schools to teaching at well-known English institutions such as The British Institute and International Language Programs. He is currently teaching as a lecturer at Maranatha Christian University (MCU) specializing in second language acquisition and language testing and evaluation.

Teaching Grammar Implicitly as an Alternative Approach
Puji Hapsari Novitaningrum

This paper is aimed to be a writing in which we learn how to teach grammar implicitly and to see the grammar as an enabling skill in order to make the four main skills (listening, speaking, reading, writing) better. First, We will discuss the role of grammar followed by the notions of implicit presentation and its implications in teaching grammar. Next, we will discuss the teacher’s and learner’s role in the class. Finally, we will discuss how to teach grammar implicitly.

Grammar knowledge is important, but only insofar as it enables students to communicate accurately, meaningfully and appropriately. We often see the phenomenon of our students who know the rules of grammar but who are unable to ask for simple directions. Commonly, students fail to use the grammar in the four main skills of language (listening, speaking, reading and writing).

Teaching grammar implicitly can be one of the solution in facing the problem that actually our students cannot apply the grammar rules in practice although they have mastered these rules of grammar. This implicit presentation can be called successful because it allows the students to learn the grammar meaningfully through the natural activities and topics given by the teachers. By meaningful learning, students can understand more about the materials especially for the grammar rules embedded in the four main skills of a language.

Name: Puji Hapsari Novitaningrum
Address: Gejayan street, Caturtunggal, Depok, Sleman, Yogyakarta, Indonesia
Nationality: Indonesia
Education: English Education Department, Faculty Languages and Arts, Yogyakarta State University
E-mail address: novisuwadji@gmail.com

Methods to Localize and Enrich Textbook Activities Used in Mongolia
Punsalmaa Batchuluun

This demonstration will share ideas and methods to enrich activities on textbook in relation to the topic of the unit and culture of a specific country. Suggestions and ideas will be shared how to turn activities and exercises on the textbooks into complex and rich classes through this session.
Given one sample reading passage and one exercise from a textbook, participants will be exposed to create broader enough and localized pre-task and post-task questions to make the lesson interesting and fun.

Punsalmaa Batchuluun is a Senior Instructor at English Language Institute of American University of Mongolia. She holds a bachelor degree in Teaching English and a master’s degree in Linguistics from The University of Humanities of Mongolia. Punsalmaa completed a graduate-level 10-week online course in ESP which is provided by University of Oregon sponsored by US Embassy. She has 6-year experience of teaching English to secondary school and university students and adult learners of intensive courses. Most of her teaching experience entails ESP classes such as Business English, English for lawyers and English for Engineers.

Self-Assessment, Is It Potential for Differentiated Instruction?

Putu Kerti Nitiasih

As the development of era over the world and the different social and economic background access of students, diversity in the schools increases. Students enter classrooms with different abilities, learning styles, and personalities, and teachers have to consider many aspects of instruction as they move from knowing the learner to responding by differentiating. Through the use of differentiated instruction strategies, teachers can meet the needs of all students and help them to meet and exceed the established standards. Teachers, now more than ever before, need to learn more about their students and their students’ needs. The Differentiated Instruction captures the variety of elements, including strategies and structures that constitute a differentiated approach to instruction, assessment and evaluation. As one important element in applying differentiated instruction, assessment should be considered by the teacher. In DI, Teachers can assess students by: observing them, reviewing their work, using pre-assessment strategies to find out what the students already know and can do, and having students’ self-reflect and respond to questions and inventories. Self-assessments that focus on meta-cognitive thinking are inherently useful in distinguishing learning needs, because students approach them from their own ability levels. Self assessment encourages students’ involvement and responsibility and to reflect on their role and contribution to the process of learning as well as shows the indicators of the students’ own development. Based on these facts, the use of self assessment will contribute to the implementation of differentiated instruction.

Putu Kerti Nitiasih is a professor in language teaching and one of senior lecturers in Ganesha University of education in Bali. She received her doctoral in Linguistics from Udayana University. She has studied about English teaching, curriculum, differentiated instruction, and others. She has joined many international conferences and published her articles in some different journals.
Asian Englishes and Pedagogical Standards
Qaisera Sheikh

Research in post-colonial language politics in South Asian countries has shown an initial tension between two schools of thought in these countries; one favouring the continued use of English as a necessary pre-condition for modernization and the other group supporting anti-colonial rhetoric and embracing indigenous languages at the risk of getting isolated from the rest of the world. Some countries made a pragmatic choice of adopting English as an economic necessity while others acted in a nationalistic spirit by encouraging their local languages to preserve their indigenous culture and values. This paper will use Kachru’s three circles of English as the inner circle, outer circle and expanding circles as the base for categorizing countries using English. Post colonial English language policies made by South Asian countries i.e. India, Pakistan, Bangladesh, Nepal, Sri Lanka and Burma will be discussed. The variety of English used in these countries is given the over-all label of South Asian English. The difference in policies used by the group of countries like Singapore, Malaysia, Hong Kong, Philippines, Japan and China using East Asian English will be highlighted. Within the general group there are lexical and phonological differences which give these varieties their individual identities. The non-native varieties emerging in these countries as a consequence of using English as a second or foreign language will be focused in this paper. The paper will further explore the implications of using non-native varieties as pedagogical standards for teaching English, using these as creative mediums in post colonial discourse and ensuing issues like maintaining ethnic identities and the future of English and indigenous languages in these countries.

Dr. Qaisera Ashraf Sheikh is presently Head of the Department of Linguistics, School of Education, Beaconhouse National University, Lahore, Pakistan. She has Ph.D. in Education, M Sc in Applied Linguistics from Edinburgh University, UK and MA in English Literature from Punjab University. Dr. Qaisera Sheikh is a Gold Medalist from Punjab University and a British Council Scholar. She has presented papers at national and international conferences. She is the co-author of Teaching Human Rights Through English Language Teaching (OUP:2008) and Trade English (1997), has contributed a chapter in Language Planning, Policy, and Practice: A South Asian Perspective (OUP:2004).

The Impact of Foreign Learning on Child Language Competence
Qi Wenhui

The impact of foreign languages (mainly English) learning in China on children’s language development has always been a hot issue. Gui Shi-chun, a famous Chinese linguist and foreign language educator (1992), once questioned the ideas of “children should begin to learn a foreign language from elementary school”, “children should learn a foreign language the sooner the better”. In 2012, Gui put forward that there was still no consensus on the idea of “children should learn a foreign language the sooner the better” both on the theory and practice. He worried that children learning English too early could lead to a series of problems: a lack of mother tongue, the crisis of
A Study on Chinese Students’ Perceptual Learning Styles, Ideal L2 Self, and L2 Motivated Behavior
Qianmei Zhang

This study investigates Chinese elementary, middle, and high school students’ L2 perceptual learning styles, imagination, ideal L2 self, and motivated L2 behavior. A perceptual learning style and L2 learning motivation questionnaire was administered to 1,667 students from elementary to high school. Statistical results revealed that Chinese elementary, middle, and high school students were more in favor of a visual learning style in comparison to their auditory and kinesthetic learning styles. This visually oriented style was significantly correlated with their ideal L2 self and motivated L2 behavior. The sequential regression analysis results indicated that the ideal L2 self and visual learning style were the most meaningful predictors for Chinese students’ motivated L2 behavior. This study suggests that teachers need to help students create and maintain their ideal L2 self and facilitate their L2 learning motivation by providing more adequate visual teaching materials.

Qian-Mei Zhang is a lecturer in the Department of Foreign Languages at Hefei University, China. Her research interests include L2 learning motivation/demotivation, L2 teaching motivation/demotivation, sociocultural theory, activity theory, and qualitative/quantitative research methods. Her recent studies have been published in the Asia-Pacific Education Researcher and Asia Pacific Education Review.
The Effects of Self-revising on Writing for Low Achievers in English Learning
Qiujuan Zhu

The study is to replicate and extend the current knowledge base regarding self-revising writing in L1 and L2 writing. To date, some empirical research has demonstrated the value of self-revising for the improvement of writing (Fathman & Whalley, 1990; Polio, Fleck & Leder, 1998; Manami, 2008; Liu, 2004). Therefore, this study extends the extant research from three aspects. Firstly, it extends the extant research base by including Chinese English learners with lower English level. In our review of the extant research, we found that no studies of self-revising writing for low achievers in English learning have been conducted in China. Thus, this study is uniquely designed to provide insight into the efficiency of self-revising on English learners’ writing capabilities in the Chinese context based on theories of Constructivism and writing process. But, its research result is significant to the studies in the field at home and abroad. Secondly, the study extends current research by self-revising to improve both the quantity and quality of English writers, which can be a more powerful technique changing the academic performance of English learners. Thirdly, the study extends current research by comparing self-revising of English writers on their writings with teacher-revising their writing according to teacher feedback, which study has received limited attention at present.

Qiujuan Zhu, 50 years old, female, Studing in theories and practices of English teaching. Teaching in Foreign Language School, Wu Han University of Science and Technology, Wu Han, Hu Bei Province, PR China, 430081. E-mail: zqj7665@sina.com

Factors Preventing Undergraduate Students from Conducting Scientific Research — Grounds and Proposed Solutions
Quoc Trung Tran

Undergraduates’ research has never been so highly encouraged since it strongly reflects and enhances the learning efficiency and autonomy of each student. However, since research project plays as an optional/elected subject in the participants’ curriculum, as well as factors preventing students from conducting research do exist, this paper aims at discovering why students are reluctant to do research, and how to engage more students and more motivation in this work.
To gather data, semi-structured questionnaires were administered to second-year to fourth-year English-majored students at Vietnam National University Hanoi, their research supervising lecturers, and faculty managers, while interviews added more details and/or clarified what had been stated in the collected questionnaires. The findings revealed that the majority of the answers indicated the intense workload from class work, shallow understanding in research matters, inadequate support policy, lack of sufficient guidance from supervisors, sudden drop of motivation, and long holidays amidst as primary reasons for students’ inability to complete a research work. In order to address this disturbing problem, a number of solutions have been proposed by students, supervisors as well as faculty managers, the most prominent of which could be listed as adding improvements and/or
supplement in support policy for students conducting research, considering making research project as a mandatory subject, organising research skills workshops for students, and soliciting more supports for research supervisors.

Mr. Quoc-Trung TRAN has been working as an English lecturer and student research coordinator at Faculty of English Language Teacher Education, VNU University of Languages and International Studies for two years. His research interests include learner autonomy in conducting scientific research, and students’ performance in written academic English.

Developing YouTube-based Listening Materials for University Students in Indonesia

Rafi’ah Nur

In teaching listening, teachers should facilitate their learning instruction with good materials. However, sometimes they face difficulties to find out suitable materials which meet the students’ needs. YouTube can be a potential resource because we can freely download video clips and adapt them to meet some of the demands of listening instruction. This study focuses on designing and developing an instructional material from YouTube for listening skill instruction by answering three research questions: (1) What are the characteristics of the materials designed for the listening skill instruction?, (2) What is the model of the materials?, and (3) How do the YouTube-Based instructional materials for listening skill meet the criteria of acceptability?. To answer these, the researcher implemented a research and development design. It was conducted at Muhammadiyah University of Parepare, Indonesia. The subjects of this research were lecturers and the second semester students of English Education in academic year 2013-2014. An expert subject matter was also involved to validate the product. Based on the findings, the researcher concludes that 1) The characteristics of the listening materials are materials with appropriate dialects, cultural background of the native speakers, and various genres; presented in audio visual aids with bottom up or top down models; implement predicting, understanding vocabulary, listening, speaking, and repeating activities; and provide some outclass assignment like watching TV and video from the internet; 2) The model of the YouTube-based instructional material for Listening skill development has special characteristics where the material and the instruction are supported by suitable topics, genres, content, media, strategy, media, source, and testing strategy; 3) The YouTube-based instructional materials for listening skills development skill meet the criteria of acceptability. It is proved by the result of expert’s validation, the students’ perception, and teachers’ perception which are obtained from the limited test and field test.

Rafi’ah Nur is currently a lecturer at English Education Department of Muhammadiyah University of Parepare, Indonesia. She completed her master degree at Hasanuddin University in the field of English Language Study focusing on the Realizations of Selected English Fricative by Buginese Speakers. Now, She is pursuing a doctorate degree at the State University of Makassar. Her research interests include material development, language testing, ICT in language teaching, and phonology. She participated as a presenter at the 12th Asia Tefl Conference with a paper entitles “Listening Comprehension: an IPA-based Needs
Analysis of Indonesian English Education Students”.

**Speak Up Your Entrepreneurial Mind: English Teaching for Vocational Secondary Schools in Indonesia**

Rahayu Puji Haryanti

Teaching English in vocational secondary school (SMK) in Indonesia have to consider three problems. First the problem with the new curriculum which is text-based, the problem with the demand of integrating some characters, including entrepreneurial character, and the problem of producing graduates with active command of English. This article attempts to present an alternative technique in teaching English at SMK which provides answers to those problems through the use of Elevator Pitch. It covers the reason of using Elevator Pitch in English teaching at SMK and the model of Elevator pitch text, and strength and weaknesses of the teaching using elevator Pitch.

Rahayu Puji Haryanti is a lecturer at the Faculty of Languages and Arts, the State University of Semarang. She got her Bachelor’s in English Education from the Teacher Training Institute of Semarang in 1991 and her master’s in English Literature from the University of Indonesia in 2000. Currently she is doing her Doctoral degree at Gadjah Mada University. She attended a short course in entrepreneurship education at Kauffman Foundation in Kansas City USA in 2011.

**A Comparative Study on the Acquisition of the Four Categories of Prepositions in Writing by the ESL Learners in Sri Lanka: Grade 8 and Grade 10**

Ramani Jayasinghe

The present study attempts to validate or disprove the fine-grained categorization of English prepositions found by Littlefield (2006), on the basis of ESL (English as a Second Language) learners' acquisition patterns in a writing task. In English, prepositions are words while in Sinhala, they are represented as spatial postpositions or as suffixes (Thilakaratne 1992). This particular cross-linguistic variation as well as the polysemy and the idiosyncrasy of some English prepositions make a negative impact on the acquisition of English prepositions to the ESL learners whose first language is Sinhala. Littlefield (2006) found the existence of four categories of English prepositions as follows: Adverbial prepositions [+Lexical, -Functional], Particles [-Lexical, -Functional], Semi-lexical prepositions [+Lexical, +Functional], and Functional prepositions [-Lexical, +Functional]. Using naturalistic speech data of five native speakers, Littlefield (2006) has found that the prepositions with [-Functional] categories show an advantage over the prepositions with [+Functional] categories in the acquisition of English prepositions. Here, [+Lexical] featured prepositions are those that contribute semantic content and prepositions with [+Functional] assign Case to their complements. This study examines the frequency as well as the accuracy of production of the four categories of prepositions in writing. It aims to compare the acquisition patterns of prepositions of ESL learners in
writing. A picture story writing task in which prepositions needed to be abundantly used was utilized to collect production data from 40 randomly selected students each from Grade 8 and Grade 10 in two schools. Interaction effects and category wise analysis were computed and a two way ANNOVA was run by using SPSS. If the prepositions with [-Functional] rank higher than the prepositions with [+Functional] features the relevant order can be used to facilitate the teaching of English prepositions and also to prepare the study guides and text books for the relevant Grades in schools.

2-PP-811-3

Teachers' Feedback on Students' Performance in a Secondary EFL Classroom: a Case Study
Ran Qin

The IRF (teacher initiation—student response—teacher feedback) sequence is the most common practice in classroom interaction; therefore teachers' feedback has received considerable attention. Recent studies on feedback, however, primarily focus on the preference and frequency of feedback, and little attention is paid to the effect of scaffolded feedback. The concept of scaffolded feedback is operationalized based on Vygotsky’s concepts of scaffolding and assisted performance. Adopting a longitudinal case study approach, this paper explores the EFL (English as a foreign language) classroom interaction between two teachers and 20 adolescent EFL learners in a secondary school. Learners are all middle school students of Grade 7 and have been studying English for about two years. Data is gathered through classroom observation. All lessons are audio taped and transcribed. The analysis reveals that evaluative feedback is the most dominant one, while the most frequent types of corrective feedback is repetition, this finding is quite different from previous research, in which recast is always the most preferred type. Moreover, learners who are given scaffolded feedbacks develop better learning skills. The study allows us to understand more fully about the various aspects of teachers’ feedback in teacher-student classroom interaction in a Chinese context and some pedagogical recommendations will also be discussed.

Miss Qin Ran is a MA student in the College of English Languages and Literature at Wuhan University, China. Her research interest is in sociolinguistics. She has six years experience of teaching English in secondary school.

3-PP-809-10

Student Background Characteristics and Its Influence on Proficiency in English as a Foreign Language: Indonesia Perspective
Ratna Rintaningrum

In order to explain differences in English proficiency level, one needs to consider a number of factors frequently considered important at a variety of level of education systems. Among the factors that operate to influence English Foreign Language Proficiency are those associated with the student background variables. This study identifies the student level factors that influence English Foreign Language Proficiency. It is expected that this study can contribute to the development of a theory of
foreign language learning that applies to students studying the English language at other universities in Indonesia and South-East Asia. This study involves the employment of an exploratory approach for the examination of the relationships between variables operating at the student level. Data are analyzed using Partial Least Squares Path Analysis (PLSPATH) to identify in an exploratory way the variables that have significant direct and indirect effects on English Foreign Language Proficiency. The study shows that a number of student background characteristics such as sex of student (GENDER), socio-economic of student (SES), Faculty of Instruction (FACULTY), score of English 1 (ENGLISH_1) and semester in which students enrol in English 2 (SEMESTER) have only direct effects on English Language Proficiency, while student prior achievement (PRIOR) has both direct and indirect effects on English Foreign Language Proficiency. It is expected that evidence based recommendations for shaping policy around the learning of English as a foreign language in a global context can be formulated for the mutual benefits for Indonesia.

Ratna Rintaningrum is “the holder of the 2013 South Australia Governor’s Awards for Highly Commended Academic Excellence”. Ratna completed her Master degree and PhD from Flinders University, South Australia. Ratna is currently teaching English at the Institute of Technology Sepuluh Nopember (ITS) Surabaya. Ratna has been with the ITS since 1998. She is involved not only in teaching English and TOEFL Preparation but also in research and community services. She is also an active writer. Her publication record is exemplary. Since 2009, she has written for an international journal, contributed chapters to at least two books, and produced a number of conference papers. She has also presented at both international and local conferences. Ratna has interest in foreign language learning, achievement, proficiency, testing, measurement, and advanced statistical modelling using AMOS and PLSPATH as well as qualitative approach.

Teaching ESP Based on Students’ Learning Styles: Is There Any Improvement?

Ratnah Wasding

Each student is unique individually and he has his own preferences in learning as his learning styles. If the students learn according to his learning styles, he will learn better. This research aims at finding out the learning styles of the second semester students of Tour and Travel department, academic year 2014/2015 of Tourism Academy of Makassar and their improvement of the ESP performance if they are taught based on their learning styles. This research applied action research with two groups; experimental and control group and dependent variable (students’ ESP performance) and independent variable (students’ learning style). The data were collected by using two kinds of instruments; Barsch-Learning Style Inventory (Barsch-LSI) to find out the students’ learning styles and performance test in ESP to find out the students’ performance before and after the treatment. The data were subjected by using One-Way Anova and then followed by Scheffe F-Test analysis to determine which groups are different significantly. The results of this study showed that: the students of Tour and Travel department are visual and auditory learners which can be classified into very strong, strong, fairly strong, weak and very weak. The students’ performance on ESP has improved both my matching and mismatching the learning styles with the teaching styles. However,
the results of the learning gains for both matching and mismatching learning styles with the teaching styles are different significantly. The students who were taught by matching learning styles with the teaching styles got more improvement than those who were taught by mismatching.

**Dr. Ratnah** is the English lecturer in Tourism College of Makassar, South Sulawesi, Indonesia. She took her doctoral degree program in English education department in State University of Makassar in 2013. Her main field of study is English for Specific Purposes (ESP) Courses. She actively participated in international conference on the ELT as the speaker. She is interested in conducting research on needs analysis to design and develop the English textbook, particularly ESP textbook.

**1-PP-810-4**

**Connecting Personality Traits to Communication Skills of TESL Trainee Practitioners in Malaysia**

Ravindran

A TESL teacher training program is multidimensional. The program would cover relevant content courses as well as address other issues such as that of personality traits and communication skills. The program generally would help to develop composite holistic characteristics of a teacher. This study investigates personality traits and their co-relation with communication skills among TESL trainee practitioners. The personality traits are openness, agreeableness, conscientiousness, neuroticism and extraversion while the communication skills refer to those of the interpersonal skills, verbal-linguistic skills, motivation, altruism and self-regulation. The data was collected from two groups of respondents comprising 277 TESL trainee practitioners and 48 lecturers from TESL programmes in four different teacher training institutes in Malaysia. Several co-relational hypotheses were tested using chi-square, independent t-test and ANOVA, investigating whether personality traits are associated with communication skills. Findings suggest that out of five personality traits, only openness supports the hypothesis. The other four traits are rejected at 95% confidence level. Therefore, it would be more meaningful to study the openness trait than concentrating on other personality traits. In addition, they should improve the other personality traits which are insignificant in contributing to the communication skills. Thus, it would be pertinent for teaching training programmes to profile personality and be aware of its influence on communication skills.

**1-PP-811-10**

**Jurassic World, a Fun Movie! Examining Students’ Attitude towards English Movie**

Ray Sahatepy

In today’s world, media have a great deal of impact on human’s life. According to statistics, youths ages 8-18 spend approximately 6.5 hours each day using media (Rideout, Roberts & Foehr, 2006). This is an activity that far surpasses the time they spend. The questionnaire is adapted from Pimsamarn (2011). The finding of this study is expected to support the assumption that students have positive attitude towards watching English movie, and that this activity could enrich their ability in listening and speaking skills.
Picture Power! Using Visual Aids to Increase Teaching Effectiveness  
Rebekah Gordon

“Writer’s block” is a common phenomenon that affects writers of all ages. To overcome this obstacle, photographs, clipart, or other pictures can be useful tools for teachers to share with their students. This interactive workshop will focus on ways that pictures can be used in the classroom to improve learner attention, motivation, and output. In particular, time will be spent discussing and practicing storytelling activities. The use and incorporation of free by materials published by the US Department of State will be highlighted. Workshop participants will leave with a better understanding of the potential power of using pictures in the language learning classroom as well as practical activities related to the production of oral and written texts.

Rebekah Gordon is currently a US Department of State English Language Fellow at Southwest University in Chongqing, China. She was previously a Fellow in eastern Ethiopia. She received her master’s in TESL from St. Cloud State University and her bachelor’s in special education from the University of Wisconsin-Madison. She has taught English in the USA, Japan, France, South Korea, Ethiopia, and China. Contact her at gordon.rebekah@gmail.com.

Using Literary Works to Teach Asian Learners Feminist Issues in the EFL Classroom: The Cases of O-Lan in Buck's The Good Earth (1931) and Liwa in Linggasari's Sali (2007)  
Reimundus Raymond Fatubun

It is believed that human problems such as wars, violence, organized crimes, global warming, and environmental crisis are caused by direct or indirect acts and policies made by the patriarchal power play around the world. It seems that the yin and the yang have been made disharmonious in the human race since the early foundation of the world. Those suffering, very often unnoticed, caused by this imbalance, are women. This patriarchal power play may be found not only in the audio-visual and printed social mass media daily but expressed in literary works around the world as well and will be read by generations to come. This paper will briefly analyze the suffering undergone by two women in two different societies but with similar universal patriarchal oppressions in their tribes. These two women are from two novels, a famous American novel with Chinese settings and characters and an Indonesian one with a very specific setting in the under-developed part of the country, Papua. The sufferings caused by gender roles imbalance may be revealed in the characters O-Lan in The Good Earth by Buck (1931) and Liwa in Sali by Linggasari (2007). They experience different bad treatments caused by their inherent patriarchal superstructure in their societies. The Good Earth is a novel about a Chinese peasant who survives periods of hardships and becomes wealthy and powerful landowner with his wife O-Lan. Sali is a novel about a Dani woman undergoing hardships in the remote isolated mountains in Papua because of harsh and bad treatment from her husband. Using a five-point analysis of the gender role, the imbalance may be foregrounded in the two novels as seen through O-Lan and Liwa. These five points are (1) marginalization (2) subordination (3)
stereotyping (4) violence, and (5) domestic duties (Fakih, 2008:72-75).

Reimundus Raymond Fatubun studied at the English Department of Cenderawasih University and Institute of Teachers’ Education (now University of Malang, UM), Indonesia for his Sarjana degree; he pursued his Master’s degree studying at MSU, and ISU, USA; and for his doctoral degree, he studied at UM and UCLA, Los Angeles. He is a former Fulbrighter. He is a senior lecturer at the Undergraduate English Study Program and head of the English Graduate Program of Cenderawasih University, Jayapura, Papua and has been teaching there since 1987.

Approach to English-text Teaching of the Second Language
Ren Zhenglai

At present, we try to transcend the lexical and sentence teaching, and try to focus on text teaching. But how do we teach English text at the college? This is a difficult problem we hotly discuss about.

In my opinion, we begin with clause complexes which are sequence in a text. We analyze the clause complex into several patterns. The paragraph is composed of the patterns of the clause complex in essence, which vary in the paragraph structures of which we coin the paragraph strategy. The paragraphs constitute part of text. The whole text features 5 macro-organizations. They are Problem-solution pattern, General-particular pattern, Claim-response pattern, Opportunity-taking pattern, Question-Answer pattern at the base. The text varies in the organizations which is we call the text strategy. This a outline and process we suppose. All these are meaning driven. Its topic is led by the macro structure of text. It orients the text. The topic, which we try to coin two terms--the text topic, paragraph topic, can be divided into the subtopic of the clause complexes. We divide into two parts in which one is controllable, other uncontrollably. The uncontrollable are narrative, and controllable are expositive and argumentative. The narrative is used to narrate, and can be emotional.

In a word, we analyze a paragraph in the clause complex. If the paragraphs vary in the structure, which is called the paragraph strategy. We also to analyze the whole text in the macro-organization which is driven by meaning like being done in a paragraph. If the text varies in the organization, which is we called the text strategy. All these of the text analysis constitute the analysis of English text.

How Can CLIL from Europe Enlighten English Teaching and Learning in Higher Education in China
Rendong Jin

Based on a brief introduction to the theoretical foundation, history and current situation of the application of Content and Language Integrated Learning (CLIL), this paper discusses how CLIL distinguishes itself from other bilingual teaching models in five aspects including target
languages, teachers, learners, teaching materials and teaching instructional design, and points out that research on CLIL will enlighten the course reformation of English teaching and learning in the higher education in China. First, students are more likely to learn both the content and language with critical thinking in CLIL courses. Second, students’ need of acquiring and improving their language competence to communicate or solve problems for the present is satisfied. Third, an ecological learning condition will be provided if there is an integration between language teaching and learning. Fourth, the cooperation between teachers from various fields to develop CLIL teaching materials should be encouraged, with language and content both focused in the materials. Last, language teachers will benefit from the reformation to a great extent.

Jin Rendong, a Doctor of Education at the College of Education of Zhejiang University, Hangzhou, People’s Republic of China. Her research interests are English education, language education policy, and teacher training and administration. She has published more than 20 articles in these fields and has compiled more than 10 textbooks and language learning materials in English. Email: jinrendong@zju.edu.cn.

Willingness to Communicate and L2 Ideal Self in Gender Comparisons in the Use of Multiple Group Structural Equation Modeling in the Japanese EFL Context

Rieko Nishida

The present study is a cross-sectional study which focuses on the relationships between intrinsic motivation, L2 ideal self, willingness to communicate in L2 (herein after L2 WTC), international posture, Can-Do and linguistic abilities (TOEFL-ITP) using Multiple Group Structural Equation Modeling. The model was hypothesized in referring to L2 WTC Model based on Yashima (2002). In this study, participants were approximately 2700 Japanese university EFL learners, and they were all freshman year. All students had taken TOEFL-ITP test and a questionnaire including motivation, future possible self, L2 WTC, international posture and CanDo (speaking/listening and reading/writing) in November 2012. In a statistical analysis, general statistics were run in order to compare gender differences in linguistics abilities, L2 WTC, L2 ideal self, intrinsic motivation and CanDo. In most factors, female students showed higher tendencies than male students. Then Structural Equation Modeling was used to see the hypothesized model of L2WTC and L2 ideal selves. Good model fit indicators were observed. In the hypothesized model, the paths were drawn from international posture to L2 ideal self which showed a stronger path, and from L2 ideal self to intrinsic motivation revealed also a stronger path. In addition, the path drawn from intrinsic motivation to CanDo showed a stronger path, and the path was drawn from intrinsic motivation to linguistic ability which showed a stronger path indicator. In addition, to compare gender differences in language learning on the present model, Multiple Group Structural Equation Modeling was computed. Gender differences showed that female students showed stronger path indicators from L2 ideal self to intrinsic motivation, and also intrinsic motivation to TOEFL. Also female students showed stronger path indicators in CanDo reading and CanDo speaking in comparing with male students. The details of the models will be introduces as well as future possible research directions will be presented.
Rieko Nishida, Ph.D., is an associate professor at Osaka University. Her research interest has been social and educational psychology of second language learning. She is especially interested in the influence of motivation and other psychological factors in language learning among children and Japanese university EFL learners.

Effects of EAP Courses on Students' Performances in IELTS: Evidence from a Sino-foreign University
Rining Wei

This presentation reports upon a study aiming to investigate the relationship between students' performances in IELTS and their perceived effects of EAP courses in Mainland China where English is a foreign language and does not have official status, viz. an EFL context. This study was mainly motivated by the fact that a majority of relevant studies have been conducted in non-EFL contexts (e.g. Terraschke & Wahid 2011). For instance, one recent study, focusing on the relationship between IELTS preparation courses (one type of EAP courses) and student IELTS performances, was conducted in Hong Kong (Gan 2009) where English is one of the two official languages in the region, viz. an ESL context. Therefore, there is a need for more studies to be conducted in an EFL context, to shed light on the possible relationships between students’ experiences and perceptions of EAP courses (e.g. IELTS preparation courses) and their performances in IELTS. Our study attempts to contributing to bridging this gap in research.

Data were collected through a survey targeting about students at a Sino-foreign university and based upon a questionnaire modified from Gan's (2009) instrument, containing five parts about students’ (1) English language proficiency scores (e.g. the IELTS scores and EAP exam scores), (2) perceptions about taking the IELTS, (3) learning strategies, (4) perceptions of EAP courses, and (5) background information (e.g. parental occupations). Both descriptive statistics (e.g. means and standard deviations) and inferential statistics (e.g. correlation coefficients) were generated, with SPSS, to answer the overarching research question: To what extent do EAP courses affect students’ performances in IELTS? The implications for EAP teaching and research will be discussed in light of our findings.

Rining Wei (Tony), Ph. D., is a Lecturer at the Department of English, Culture and Communication, Xi’an Jiaotong-Liverpool University, Suzhou, China. His areas of research include language policy, bilingualism and bilingual education, Content and Language Integrated Learning (CLIL), and quantitative research methods. His papers have appeared in journals including English Today, Asian EFL Journal, Journal of Multilingual and Multicultural Development, and World Englishes.

Email: tonydingdang@hotmail.com; Rining.Wei@xjtlu.edu.cn
Students' Problems and Coping Strategies in Listening Skills in an Indonesian Context
Rio Laksamana Prastya

Improving listening skill sometimes distresses students in learning English. The aim of this study is to investigate students' problems and coping strategies in listening skills. The subjects were five students in first year that enrolled in English Education Department from a university in Indonesia. This qualitative research used in-depth interviews to collect the data and coding method to analyze them. The results revealed that the students had received listening skills in English lesson when they were in senior high school. Although the students had obtained English lesson for a few years, they still had difficulties in listening. The difficulties consisted of 1) conversation which was too fast, 2) different words which had same pronunciation, and 3) friends who had negative attitude toward the students. Moreover, accent from the speakers also became the problem; they believed that different accent caused different speed in conversation. The results also showed that the students' strategies to solve that problems were 1) listening western music, 2) looking for western video in you tube, and 3) watching a western movie. The strategies encouraged the students in learning listening and help them figure out the gist of conversation. The strategies also motivate the students imitate accent from native speaker. The results of the research can be used as reference for teachers when teaching listening classes.

Rio Laksamana Prastya is a second year student in English Education Department at Universitas Muhammadiyah Yogyakarta.

Cultural Analysis on Attitudes toward Mobile Assisted Language Learning (MALL) in Higher Education
Risa Simanjuntak

The study analysed students' attitudes toward mobile-assisted language learning (MALL) in universities in Indonesia Following the socio-cultural model provided by Kearney (Kearney, Schuck, Burden, & Aubusson, 2012, abstract) and using Hofstede's cultural dimensions (2010) respondents' attitudes were collected by means of questionnaire. The 34 questions in this study were adapted from Viberg and Grönlund's (2013) study. Using a purposive sampling approach, there were 56 students participating in this study. The respondents' attitudes toward mobile learning are very positive with collaboration (Viberg a, 2013) being most positive (98%) followed by personalization (96%), and authenticity (91%). Among the cultural dimension, masculinity was shown even from female respondent and indulgence becomes the strikingly consistent factor in all responses. Individualism changes toward the population becoming less individualistic for the respondents in the later year of study. It is implied that development towards MALL need to consider the culture and the generational background of the users.

Risa began her Bachelor of Arts in 1995, taking English Literature major. In 2003 she earned her Master in Applied Linguistics from the University of Melbourne, Australia. Two years afterwards she
The Argument for Representation in Multimedia Approaches to ELT

Rod Pederson

This paper examines how theories of representation may be of great use to the corpus of theories and pedagogies in multimedia approaches to ELT. The term representation comes from a body of theories used in a variety of fields of study including semiotics, sociology, cultural studies, and critical media literacy to describe how meaning is encoded and decoded through linguistic, visual and other multi-modal forms of the transmission of meaning. Through an examination of theories of representation and their possible pedagogical applications, this paper demonstrates how representation is inherently connected to expanded notions of textuality (intertextuality) that not only foster greater student understanding of the myriad cultural meanings embedded in media texts, but also enhance student voice and social agency by opening the way for students to create their own media representations of meaning. It is concluded that although representational theory is greatly applicable to multimedia approaches to ELT, representational theory is also largely ignored in the professional literature of ELT.

Dr. Rod Pederson is an Associate Professor of English Education at Incheon National University in South Korea. He has been a Graduate educator for 17 years in TESOL and publishes work in the areas of Critical Pedagogy/Literacy and English Education.

Learners’ Awareness of the Potential Strengths of Previously Acquired Chinese Dialects in EFL Learning

Ronggan Vincent Zhang

Learners, including language learners, are known to make use of prior knowledge to learn something new, including a new language, either consciously or unconsciously. Whereas influence of prior linguistic knowledge has mostly been discussed with respect to error analysis, recent SLA (second language acquisition) research also looks into how previously learned languages facilitate additional language learning (e.g. Jarvis, 2015; Jessner, 2006; Ringborn, 2007). This corresponds to the idea of strengths-based development in education research (Clifton & Nelson, 1992; Lu, 2015; Lopez & Louis, 2009). The present paper reports the results of a study in a larger project of strengths-based language teaching and examines learners’ awareness of the potential strengths that Chinese dialect speakers have in learning English as a foreign language (EFL). Though all China shares one common system of orthography, some dialects of Chinese can be ‘about as far from Mandarin as say Dutch or Low German from English’ (Chao, 1943, p. 63). Before starting to learn English, Chinese youngsters today are speakers of at least two dialects, a family dialect and Mandarin which, as the common
language of the country, is taught and used in educational settings. It is therefore intriguing how such prior linguistic knowledge of Chinese dialects plays a role in EFL learning. The present study is an attempt to begin to address the question by probing into learners’ awareness of the potential strengths that their Chinese dialects have in learning English. The study surveys EFL learners in four educational settings (primary, junior high, senior high schools, and colleges) from families of three dialect groups of Chinese (Hakka, Min, and Yue). Teachers of English are also surveyed in the study to serve as controls. The results are discussed from both the perspectives of SLA and educational research.

Ronggan Vincent ZHANG received his MA in TESOL from the University of Leeds and M Phil in English and Applied Linguistics from the University of Cambridge. He is now working as a research fellow at Guangdong Academy of Education. He writes in English and Chinese on TESOL, language acquisition, teacher training, and language policy research. He has co-authored six books on task-based language teaching, English pedagogy and language policy research published by such publishers as TESOL Publications, East China Normal University Press and Peking University Press.

Teacher Motivation in Asia: Current and Future Directions
Ross Thorburn

Administrators, trainers and managers should attend this session to discover how to better engage their teachers and motivate them to continue teaching at their institution. Understand current trends from recent research in motivation from the TESOL industry and beyond and learn a simple technique to better understand your teachers’ motivations.

Ross has worked in EFL in China for the past 8 years. He currently works as Training & Development Manager for EF China, decreasing staff turnover through providing high quality training and internationally recognized qualifications to both teachers and managers.

Applying Digital Game-based Learning in the EFL Classroom with Instructional Supports
Rouh-jii Wu

Education experts have increasingly recognized the educational role of Digital Game-Based Learning (DGBL), including facilitating EFL learning. Some recent reviews have indeed shown that DGBL can be more effective than conventional instruction such as lectures or classroom instruction. Higher education institutions have been urged to embracing this instructional approach to facilitate college students’ engagement in learning. Traditionally curriculum design is concerned with the selection and sequencing of content and methodology relates to how learners will learn. However, the DGBL curriculum design is closely related how to fulfill the games. As a result, this study integrated the Nobel Prize educational games into the EFL courses to investigate the role of instructional support in DGBL.
Thirty-four college students from a southern university participated in this study in 2015. It was a two-credit EFL course, which lasted for 18 weeks. The EFL learners needed to complete a project related to the themes of Nobel Prizes. They were introduced to visit the Nobel Prize website and completed the “Trade Ruler” game. Based on the Heckscher–Ohlin Theory, the “Trade Ruler” game provides immediate feedback to the ruler’s trading decisions, and the interaction between learners and the game is enriched by its multimedia cognitive activities. Therefore, the EFL teachers need to support their learners in applying DGBL as an approach in the EFL classroom. In response to these perceived needs, this paper introduces the curriculum design and examines the effects of DGBL by providing both qualitative and quantitative results. The results show the EFL students’ highly satisfactions about the instructional support in DGBL approach. They also respond that they enjoy learning new knowledge from playing this game. It is hoped that the results will provide some significant resources for DGBL in educational innovation learning.

Rouh-jii Wu is an associate professor at National Kaohsiung Marine University, Taiwan. Her research interests include Digital Game-based Learning (DGBL), Educational Innovation, Curriculum Design, Instructional Support, language assessment, English for Academic/Special Purposes, and workplace learning. She aims to explore the area of EFL learners’ self-directed learning and learning strategies during the language learning process.

Assessment Literacy in Teacher Development
Rubina Khan

In the world of learning and teaching, teachers regularly engage in assessing students – they set questions, devise tests, mark examination papers and publish results on a regular basis. And yet the question arises -how many among these testers possess sound, adequate and current knowledge and skills about assessment issues. Specific assessment skills need to be part of the essential repertoire of the professional educator, be it for classroom based or large scale assessment. These need to continuously feed into professional learning and instructional practices. This paper will highlight the importance and need of assessment literacy for teachers as it is vital for professional development. The first part will explore the significance of ‘assessment literacy’ for the professional development of teachers. The current scenario of testing and assessment in the Bangladeshi context will be presented. Findings of a small scale survey about tertiary level teachers’ views on current aspects of assessment along with their suggestions will be shared. The second part will briefly outline the research on assessment knowledge and in particular the literature related to assessment literacy. Starting with the cornerstones of assessment it will focus on the seven standards for teacher development in assessment and the characteristics of assessment literate teachers. The final section will stress the necessity of incorporating assessment literacy courses as an integral part of teacher professional development programs. Focusing on the changing role of the teacher, the paper will argue for teacher involvement in assessment and for the dissemination of assessment literacy at all levels of education both in public and private institutions. It will also point new directions and modalities that are being adopted in the field of assessment in current times. Finally, it will conclude
with some strategies for developing teachers as assessors and testers.

Dr. Rubina Khan is a Professor of English language and teacher education as well as current chairperson at the Department of English, University of Dhaka. She has an MA in TESOL from the University of Northern Iowa and a Ph.D. in ELT from the University of Warwick. She has worked as an educational consultant on testing, assessment and teacher development on a number of national and international projects. Her areas of interest are assessment and evaluation, teacher education and leadership skills. She is also the Vice-President of the Bangladesh English Language Teachers Association (BELTA).

Thai Students’ Language Learning Strategies
Ruchirasrisupha

The aim of this study was to investigate the pattern of language learning strategies used by Thai students majoring in Chinese in Thailand by using Oxford’s (1990) Strategy Inventory for Language Learning (SILL). The study also investigated the most and the least frequently used and used strategies among this group of Thai students learning Chinese as a foreign language (CFL). The participant consisted of 1,636 Thai university students. The results of this study showed that this group of students used learning strategies with high to medium frequency and that the highest rank was for social strategies, compensation strategies, affective strategies, metacognitive strategies, cognitive strategies and memory strategies, respectively. The finding of the present study suggested a number of implications for Thai students of CFL instruction at Thai University in which the study was conducted. The findings of this research will also contribute to the knowledge base of language learning strategy research in Thailand.

Two-way Analysis of Forms, Functions & Meaning in School Memoranda
Ruel C. Rodil

This research was conceptualized to analyze and study further the different characteristics of a memorandum issued by middle managers in an educational institution in terms of form and structure through Text Linguistics and meaning through Discourse Analysis.

A memorandum or memo is a document used for organizational communication that records observation on certain events or topics. It is a form of communication dominantly used in the business industry, in the academe, in the hierarchy of officials in the government, or even in the world of clergy people particularly the church. It may be crafted in many forms: in transactions, some call it contract, some of which are called policy memo, memorandum of understanding, memorandum of agreement or memorandum of association. However, alternative format may come in place such as briefing notes, reports, messages and binders. The length of a memorandum may vary according to the topic or the message it wants to impart; it could either be long or brief.
Generally, if the person who issues the memorandum is an official or for example a cabinet secretary or a senior executive, the memorandum could be more lengthy, well-defined, formal and may take at least one or two pages. On the other hand, if the person who issued the memorandum is a colleague, the format is usually flexible (Acheson, 2012).

Text Linguistics is an aspect in Linguistics that studies the different means or systems of communication. Its main objective is to thereby analyze and describe text grammars. Through the years, application of text linguistics has evolved to a point in which a form of text is already perceived at a much wider view that goes beyond a mere extension of traditional grammar in the entire text. It takes into account the form of text as well as its set, in the same way that it considers the author and the recipient of the text in their respective roles in this specific form of communication. Generally, it denotes the use of a discourse analysis in a wider form rather than in just a simple sentence.

Discourse Analysis is an analysis of any form of discourse or communication both verbally and written. The researchers considered the Memorandum, a written discourse to be the specimen in identifying whether the actual meaning is delivered through or is understood by its readers according to how the writer wants it to be imparted.

In order to come up with effective findings and analysis, the rubric assessment was utilized to specifically pinpoint the precise data corresponding to the analysis of memorandum samples in terms of structure, form, and meaning.

Findings revealed that the most commonly employed techniques used by the addressers in the memorandum samples are: a) principle of reference which brings to a realization that the specific nature is signaled for retrieval, and b) meaning reference which constitutes the idea to be retrieved and refers to the identity of a particular thing or classes of things that are being referred to. It also revealed that crafters may completely know how to write memo but they do not have a concrete knowledge on how should a memorandum be crafted because they just actually patterned it from their predecessors. The outcome of this study will be utilized as basis for conducting enhancement and training programs both for the writers and the readers of the said memorandum.

Stimulating Motivation by Small Group Point Reward System in EFL Classroom
Rui Ma

There is an increasing application of groupwork in EFL classrooms in China, with research evidence of positive effect on students’ motivation and performance. However, few papers have addressed the idea of rewards and competition along with groupwork in language teaching, which can be even more influential to stimulate students’ motivation and effectiveness of language acquisition. This paper is to elaborate and empirically investigate how Chinese college EFL students can benefit from and be motivated by the “Small Group Point-reward System” (PRS) in classroom. The participants are 139 students of different majors in the course General English Level 3 (each class had 21-26 students), in Shantou University. Among those participants, 67 students have taken the course with PRS, and the rest with only grouping but without point-rewards. Assessment of their oral performance and written exam of textbook knowledge both indicate students with the PRS improve more significantly after one semester. Students’ feedback in questionnaire also demonstrate that
they have been motivated by the PRS to be more concentrated, active, and to pay more attention to their peers as well as the teacher in class.

Ma Rui joined the English Language Center, Shantou University in August 2012 after finishing her MA in Applied Linguistics with TESOL at the University of Sheffield, UK. Prior to her study abroad, she received her BA in English (linguistics) from Guangdong University of Foreign Studies in 2010. Before joining ELC, she has taught English for various purposes including IELTS, business English, and summer camp, in schools including Shinyway International, Li Yang Crazy English, and Brent International Language Centre, etc. Rui is currently teaching level 3, being a member of ELC Interculture Communication (ICC) Group, responsible for teacher training, course design and development related to intercultural communications. She was also a member of ELC Entrance Exam Reformation Group, responsible for designing and conducting IELTS format entrance placement test reformation.

The Dark Side of Mentoring on Pre-service Language Teachers’ Identity Formation
Rui Yuan

While teaching practicum might present pre-service language teachers with a wide array of professional experiences, at its heart lies the relationship between student teachers and their mentoring teachers. Specifically, how student teachers learn and interact with their school mentors and university supervisors can to a large extent determine the quality of their practicum learning and transform their teacher identities. To date, in spite of the strong evidence indicating that effective mentoring can familiarize student teachers with the school reality and help them develop personal practical knowledge about teaching and learning, there is a paucity of research on how mentoring can influence student teachers’ identity (trans)formation during the teaching practicum. In order to help pre-service teachers build up a strong and positive professional identity that supports their future teaching and continuing development, it is crucial to investigate their practical learning and social interactions with their university and school mentors in the teaching practicum.

This research explores two pre-service language teachers’ identity construction through their interactions with school mentors and university supervisors in the teaching practicum. Specifically, this study explores the student teachers’ negative learning experiences with their school mentors and university supervisors and how such experiences impinged on their identity construction. Informed by the self-discrepancy theory and possible selves theory and drawing on data from interviews, field observation and the participants’ personal reflections, the findings demonstrate how negative mentoring dismantled the student teachers’ ideal identities (e.g., “a communicative teacher” and “an active learner”) and created different ought (e.g., “a follower”) and feared (e.g., “a controlling teacher”) identities, which impinged on their professional learning and growth. This study concludes with some practical implications on how to promote the effectiveness of mentoring to facilitate pre-service teachers’ learning to teach in language teacher education.

Rui Yuan is a Ph.D. candidate in the Faculty of Education at the Chinese University of Hong Kong. His research interests include language teacher identity and teacher development.
Exploring the Changes of Students’ Reading Attitudes under the Teaching Practice of “Reading Input Breadth”: a Monthly Journal Based Study
Ruijin Yang

Employing the tri-component view of reading attitude, this study tracks the changes of EFL students’ reading attitudes with monthly journals under Reading Input Breadth (RIB) teaching practice and explores possible factors affecting the changes. Reading attitude in this study is defined by three components: cognitive attitude (personal and evaluative beliefs), affective attitude (feelings and emotions), and conative attitude (behavioral intentions and readiness) (Mathewson 1994, Mizokawa & Hansen 2000, Reeves 2002, Wood, at al 2007, Juhee & Diane, 2014). RIB teaching practice, designed and implemented by the authors, is a series of teaching activities centered on offering EFL students with extensive reading input materials featured in diverse genres, wide-ranging topics, interesting content, appropriate difficulty and absolute authenticity, and supplemented by output activities including writing monthly journals, classroom discussion, and reading reports and presentations. 37 English majors from Year One to Year Two in a top comprehensive university located in Chongqing, southwest China participated in this study (December 2012- December 2013). In total 321 entries of monthly journals were collected and analyzed in terms of three components of reading attitude: cognitive attitude, affective attitude, and conative attitude.

The findings indicate that through RIB teaching practice, students’ cognitive, affective and conative reading attitudes all dramatically change from negative to positive. In the aspect of cognition, students’ attitudes shift from viewing reading as an assignment to appreciating linguistic, intellectual and thinking values of reading. As for affect, their attitudes change from feeling disappointed and frustrated, and lacking confidence in finishing reading to reading with joy, confidence and satisfaction. In terms of conation, they turn a negative attitude that passively receive reading tasks into positive attitudes that actively accept reading tasks and further read extra materials themselves. Moreover, this study finds that individual interest, English proficiency, the difficulty level of the reading materials, teacher factors, peer influence, examinations and other curriculum tasks exert impact on the change of reading attitudes in RIB teaching practice.

This study provides valuable insights into changing students’ reading attitudes through RIB teaching practice. It is hoped that this study merits further investigation into reading attitudes of students nationwide in the Chinese context and beyond. More importantly, it is intended to provoke reflective thoughts about how to positively and effectively enhance students’ reading attitudes with the help of teacher.
take no interest in sports and 77.4% believe that indoctrination in education would strengthen their rejection to Sports Items English learning. To overcome these difficulties, students’ (72.0%) propose their favorite way is to interact with lectures and be guided to go on learning independently. Focusing on above-mentioned data, this paper aims at exploring how to apply the Flipped Class to the Sports Items English practice. It is proved that Flipped Class could effectively combine the cooperative learning method with Task-based Language Teaching, making it to be a “learner-centered, teacher-mentored” two-way communication process, not a linear progression from input to output. During the practice of Flipped Classroom, what need lectures to pay attention to is the particularity of Sports Items English: 66.7% students suppose the level of concern about one sports event would be influenced by participants’ gender. Hence, teachers should balance the use frequency of men and women sports events when preparing teaching videos and other materials, in order to avoid the emergence of gender bias or discrimination phenomenon. Furthermore, on the basis of informed research, it embodies female students hold more talents in language learning than the male because of innate difference of brain function and nurture. Moreover, the female (75.6%) have the decrease in motivation because of lack of interest, but the male (18.2%) is the opposite. Thus, it is advocated that to mix up the teams of female and male students during the exercise procedure of Flipped Classroom to make rational use of gender difference and bring the win-win teaching effect.

Name: Ruiyi SHA
Title: Lecturer
Affiliation: Shandong Sport University
E-mail: ruiyi16@hotmail.com
Address: No. 10600 Century Avenue, Jinan, Shandong Province, China
Brief Resume:
Master degree from the Chinese University of Hong Kong
Research direction: Sports English teaching, Communication
Academic achievement: two papers published independently, one paper adopted by International Conference of the International Association for Intercultural Communication Studies, and participated in working on two provincial projects and compiling two textbooks of Sports English.
Be a member of Asia TEFL and China Association for Intercultural Communication.

1-PP-813-12

The Use of Smartphones as Primary Dictionaries in Japan and China
Russell Hubert

This presentation will investigate the implications of using smartphones as dictionaries and will make recommendations for their effective use as a language-learning aid. Smartphones have the potential to be a convenient yet powerful and effective study aid, but users must navigate and choose from a vast number of dictionary applications and online resources of varying quality and cost. Language instructors should be aware of this rapidly developing technology and be able to provide students with guidance on its usage.

Many English as a Foreign Language (EFL) learners in Asia have begun to rely on smartphones as
their primary dictionary resource, leaving behind or not purchasing paper or electronic dictionaries. This presentation will address the question of whether a smartphone can effectively replace an electronic dictionary containing a native language dictionary, bilingual dictionary, English-English dictionary, and thesaurus.

The presenter will begin with an overview of the capabilities of smartphones as vocabulary study tools in EFL by examining their advantages and disadvantages. Next, the presenter will give an analysis of the results of a survey on current dictionary use given to over 500 students at three universities in Japan and an equal number at several universities in China. The survey contained questions about general dictionary knowledge and usage, as well as experience and preferences in the use of a smartphone as a dictionary. Finally, the presenter will demonstrate examples of well-designed smartphone dictionaries and vocabulary study resources that EFL instructors can recommend to their students, and will explain the principles of how they can be successfully used in the classroom and for self-study.

This is not a commercial presentation and the presenter has no affiliation with any of the apps or products that will be discussed.

Russell P. Hubert is an associate professor in the Faculty of Cultural Studies at Kyoto Sangyo University, Japan. His research interests include extensive reading, vocabulary, study abroad, curriculum development, and the relationship between music and language acquisition. He has been a presenter at six Asia TEFL International Conferences.

1-S-801-5

Digital Story Telling in Chalk and Talk Classrooms
Ruwaida Abu Bass

In this presentation I will talk about a digital story telling project that has been carried out in an Arab junior high school in the central part of Israel, where English instruction is delivered in traditional ways. It was carried out by third year students in the EFL department during their practice teaching. A list of stories was recommended, and the student teachers worked in pairs for discussing these stories with small groups of pupils using their personal laptops. Besides integrating technology, using digital stories exposes the learners to the target culture helping them understand new morals as the visual and aural aids give the learners more vivid information about the content. In addition, learners have the chance to use their senses since they watch and listen at the same time. All participants valued the project very positively. However, some find it hard to move from one class to another since projectors are not available in all classrooms. It could be concluded that incorporating advanced technology in EFL classrooms through digital story telling would be not only effective in terms of teaching the language, but also in helping and empowering minority children for having better chances for improving their proficiency in English.
Dr. Ruwaida Abu Rass is the head of the Master’s in Teaching English as a Foreign Language program and the UNESCO Chair-Holder for Multiculturalism in Teacher Education at Beit Berl Academic College in Israel. She headed the English Department Heads’ Forum at MOFET Institute for five years, where issues related to English education in teacher training colleges in Israel are discussed. In addition, she was the head of the English Department in the Academic Arab Institute for Education at Beit Berl College for four years. Recently, she got the Excellent Lecture Award. Her main interests are teaching English as a Foreign Language (EFL), multiculturalism in teacher education and teaching and teacher education. She has conducted several studies in these areas and published several articles.

EFL Learning Process in Regular Class for Ankyloglossia and Mild Mental Retardation Student: a Neuro-Psycholinguistics Study
S.S. M.Hum

The research about EFL for Limited-English-Proficient (LEP) and Ankyloglossia child is a continuity of previous research about Language Dysfunction of Mild Mental Retardation and Ankyloglossia Child. This is a Neuropsycholinguistic study in which we analyzed the language learning of a child who suffers Mild Mental Retardation and Ankyloglossia. This paper discussed about the ability of an LEP and Anklyloglossia Child in learning English as a Foreign Language (EFL). LEP child with mild disabilities can succeed with modifications in mainstream classrooms (Eric Digest, 2015), while Ankyloglossia sufferer (based on condition and position of frenulum) cannot pronounce certain letters (such as L and R) clearly (Horton, 1967). In conducting research, there were two methods applied, traditional and modern method of EFL learning process (Henson, 1980), which is also supported by Linguistic Research Method (Sudaryanto, 2014) for analyzing data. For traditional, we used paper-based media and internet-based media for modern method. For internet-based, we used “Duolingo” application as one of learning medias. The research was conducted at home, and the results were compared with daily learning process at school. All in all, the finding showed that modern method applied at home gave improvement of English ability (in listening and speaking especially), hence self-confidence to speak and the willingness to learn English at school are more increased than before.

The Effect of Formative Assessment on the ESP Students’ Vocabulary Learning
Saeideh Ahangari

Formative assessment is the pervasive technique used in learner-cantered programs to evaluate students’ achievements of course objectives. Despite the process-oriented nature of this evaluative technique, its application has been contentious at undergraduate and graduate levels. The present study sets out to investigate the effect of formative assessment on Iranian university undergraduate students’ achievement of vocabulary learning in ESP courses. The participants in the study included 40 male and female students in two intact classes who were randomly assigned as the experimental
and control groups. The initial homogeneity of the participants was assessed via a t-test analysis of their scores on a vocabulary pre-test. During the five-week treatment, then, the Retroactive Regulation procedure of formative assessment was applied every session in the experimental group. The findings based on a sample t-test analysis of the post-test scores revealed that the experimental groups outperformed the control group and achieved significantly higher scores on the parallel vocabulary post-test. The findings underscore the facilitative impact of formative assessment and have pedagogical implications.

Saeideh Ahangari is an assistant professor at Islamic Azad University, Tabriz Branch, Iran. She is holding PhD in TEFL. Her main interests are task-based language teaching, CALL, Language testing. She has published many papers and presented in many international conferences.

2-PP-813-8

**Importance of Native Teachers’ Cultural Awareness about Confucian-heritage-based Learners: Why and When do East Asian Learners Feel More Anxiety?**

Saerom Yun

Anxiety has been regarded as a causative factor inhibiting language learning. MacIntyre (1999) stated that numerous studies have found that anxiety is negatively related to language performance, claiming that it is one of the strongest predictors of foreign language success. East Asian learners are particularly known for having higher anxiety in the language classroom, compared to Western learners. Therefore, East Asian learners are more likely to be judged as silent, passive, and introverted in foreign language class, which means it is really hard for native teachers to make them speak up. Why? Among a variety of variables which influence East Asian learners’ foreign language anxiety, I focused on the cultural differences between native teachers who are culturally based in western countries and learners who have learned in Confucian-heritage-based environment. According to Lindy (2006), Chinese, Japanese, and Korean participants tend to be more anxious than European participants. Lindy attributed this to differences between Confucian-heritage-based learners and Western culture-based learners, especially due to “Confucian values of ‘face’ and value being place on ‘silence (p. 321).’” Meanwhile Barely (2011) who studied Chinese learners’ anxiety suggested the importance of “group unity” as a significant cultural element in East Asian culture.

This presentation will mainly focus on how native teachers’ intercultural awareness about Confucian-heritage-based learners affects learners’ anxiety in language class.

Specific cultural reasons (why) and situations (when) related to East Asian learners’ anxiety in language class will be described in detail, based on interviews with Korean EFL learners in upper intermediate level English classes. So far, 15 interviews have been conducted. Related to understanding students’ culture, some teaching implications including teachers’ choice of words, manner, and attitudes to reduce learners’ anxiety and some activities for low-anxiety classrooms will be introduced. This presentation will help audience members enhance their teaching strategies by understanding East Asian learners’ culture and their anxiety.
Saerom Yun is a student majoring in English language teaching at International Graduate School of English in Korea, and her main interest is learners’ affective domain. She studied public administration and Business at Kookmin University in Seoul, Korea. She used to be a teacher at SISA language institute and also worked in Samsung-Techwin and Swatch Group in Korea.

The Relationship between Text Complexity and Proficiency in EFL Reading Performance in an Indonesian Context
Sahiruddin

This study examined the effect of text complexity on L2 reading performance in Indonesia. It examined the extent to which text complexity plays a role in L2 reading across different EFL proficiency levels in an Indonesian university. Intermediate (n = 71) and Advanced (n = 77) level students were identified based on TOEIC performance. The study evaluated whether formula-based text complexity moderated reading performance and whether this effect differed across proficiency levels. Four passages consisting of two low complexity and two high complexity texts were selected based on Flesch’s readability formula. Participants were required to do an online reading and a post-test comprehension measure (without access to the text) (Arya, Hiebert, & Pearson, 2011). Regression and one-way ANOVA were employed to explore these issues. The study reveals that text complexity had a significant effect on L2 reading performance at p<.001 for overall and as a discriminator between group proficiency levels. Theoretical and practical implications of this study are discussed.

Sahiruddin is a Lecturer in the Department of Languages and Literature, Faculty of Culture Studies at Brawijaya University, Indonesia. He is currently a PhD student in Applied Linguistics in the School of Languages and Comparative Cultural Studies at the University of Queensland, Australia. His research interests include second language reading, lexical development, and applied psycholinguistics. E-mail: sahiruddin@uqconnect.edu.au

The Development of a Computer-Based Contextualized Diagnostic Assessment to Investigate the English Grammar Competence of Pre-Service Teachers in Thailand
Saichon Pianpadungporn

One of the primary causes for low level of English grammar proficiency in Thailand and various Asian countries is a lack of proficient English teachers. However, this issue has not been discussed widely among English language providers in Asian countries. This paper examines why Thai pre-service English teachers may not be adequately prepared to teach English grammar explicitly in schools. This study demonstrates the mismatch between Thai national language curriculum and its context. In particular, the study proposes that Thai pre-service English teachers have studied English grammar implicitly through communication in their previous studies. Therefore, their ability to use grammatically accurate sentences may not be adequate and needs to be assessed by a
diagnostic assessment. The study aims to lead to more methods for ensuring that Thai pre-service English teachers are adequately prepared for the task of explicitly teaching grammar in Thai schools. Rea-Dickins’ five factors of grammar testing was used as a framework to develop a computer based diagnostic assessment that can be used to reliably evaluate English grammar competence of pre-service teachers. The test assessed contextualized grammar use in 7 areas with 105 test items to identify pre-service teachers’ language areas of strength and weakness. This study focused on the target population of 90 fourth year pre-service English teachers studying in the English program at the faculty of Education, Lampang Rajabhat University, Thailand. The test results provided class scores, individual pre-service teacher’s profile and recommendations for grammar based courses. The findings of the study indicated that 8 out of 87 students met the tests’ criteria of being pre-service teachers. The highest score was 77 (73%) and the lowest score was 27 (25%). This study can be a step forward in rethinking the teaching of English grammar explicitly in L2 countries such as Thailand and other Asian countries with similar issues.

Mrs. Saichon Pianpadungporn is an academic staff in the English Department, Education Faculty, Lampang Rajabhat University, Thailand. She is now a candidate of Doctor Education (EdD in TESOL), University of Wollongong, Australia. She received two Masters degrees: one in TESOL from Chiang Mai University, Thailand and the other in Computer Information Systems (MS-CIS) from Assumption University, Thailand. Her Bachelor’s degree in English was from Chiang Mai University, Thailand. Her current research interests include the improvement of pre-service teachers’ English grammar competence and the development of a diagnostic English grammar assessment to identify pre-service teachers’ language before their practicum.

Evaluating 2013 Curriculum in English Language Teaching at Vocational High Schools in Indinasia

Salimah

2013 Curriculum is the latest curriculum to be implemented in Indonesian schools since 2013. With emphasis on the competences of manner, knowledge and skills, there have been a lot of critics concerning the curriculum. This is due to lacking of evaluation that apparently went missing in the first years of the implementation process. Many schools have struggled with how the curriculum is supposed to be applied. One of the impacted schools is vocational high school. Vocational high school is different from the regular high school since the goal is to produce graduates who are ready to work and thus would apply the skills and knowledge practically. This seems to be in line with the goal of 2013 curriculum, but in reality there has been a lot of problems. By doing class observation and conducting interviews to the English teachers and students of vocational high schools in Surabaya, the second biggest city in Indonesia, problems that have occurred during the learning and teaching process are recognized. These problems include the lack of teaching –learning hours, minimum teaching materials, limited teachers training program, also the failure to recognize the different needs in increasing the students’ communication skills. This could lead the teachers to an assumption that there is no difference between regular and vocational high schools. In fact, judging from the main goal of vocational schools in general, communication skills are more urgently
needed by vocational high school students since they are expected to directly practice their skills and knowledge in their work environment upon graduation. 2013 Curriculum can be well implemented if some evaluations are done and improvements are made. Therefore, some suggestions and solutions to the problems are also offered in this research.

Salimah is a lecturer at English Department, Universitas Airlangga Surabaya, Indonesia. She is also a part time teacher at Madrasah Tsanawiyah. Currently, the presenter has completed a TEYL course, an eteacher program organized by the University of Oregon and sponsored by RELO, U.S. Embassy in Jakarta, Indonesia

3-PP-810-4

Creating Around the House Themed Narratives: an Alternative Assessment for Teaching Narrative Text to Madrasah Tsanawiyah Students

Salimah

English narrative text is one of the text types taught in English lesson in Indonesian secondary schools including in Madrasah Tsanawiyah, an Islamic school equals junior high school. In the classroom, the teacher will usually adopt an English narrative, focus on the explanation of its generic structure and the past verbs used in this text, and provide list of questions to check the students' comprehension. These common practices are very teacher centered and the assessments rely strongly on whether or not the students can answer the comprehension questions. To offer a more student centered activity and less threatening alternative assessment, the ninth grade students of MTs Assa’adah were asked to create their own narratives by taking around the house theme. Several steps were undertaken to accomplish the group project: brainstorming ideas, completing the story map, identifying appropriate verbs and time signals, drafting the narrative, and finely producing the hand made narrative books. The process that took up to 5 weeks offers different activities to work on narrative text. Both the teacher and the students were benefited from these lessons. The teacher started to hand over the learning responsibility to the students and at the same time the teacher could assess the students' progress through the step by step processes of creating the narrative. For the students, this group project offered them wide room for creativity and integrated personal experience into their learning. This also trained their team work skills, developed their sense of belonging to their work, and most importantly this collaborative activity may lead to positive attitude to future foreign language learning.

Salimah is a lecturer at English Department, Universitas Airlangga Surabaya, Indonesia. She is also a part time teacher at Madrasah Tsanawiyah. Currently, the presenter has completed a TEYL course, an eteacher program organized by the University of Oregon and sponsored by RELO, U.S. Embassy in Jakarta, Indonesia
**Effect of Using Nonsense Words through the Exercise on Teaching Reading Strategies for EFL Students**

Salinda Phopayak

This study aims to develop and measure the students’ efficiency of supplementary exercises focusing on understanding the meaning of vocabulary using context clues, to compare students’ ability on understanding the meaning of English vocabulary by using context clues strategies, and to study student’s opinions towards the exercises. The sample consisted of one simple random sampling of 38 undergraduate students of Nakhonpathom Rajabhat University the second semester, academic year 2015. The instruments used for gathering data included, the supplementary exercise focusing on understanding the meaning of English vocabulary using context clues strategies, a set of achievement test used as a pretest and posttest and a questionnaire on opinions towards the exercises. The data analyses were mean, standard deviation, and t-test for dependent samples. Finding revealed that the efficiency score of the supplementary exercises focusing on understanding the meaning of English vocabulary using context clues strategies was 75.75 percent, whereas that of the posttest was 76.78 percent, the students’ ability on understanding the meaning of English vocabulary by using context clues strategies after using the exercises was significantly higher than that of before using the exercises at the 0.05 level, the students’ opinions toward the supplementary exercises focusing on understanding the meaning of English vocabulary by using context clues strategies at were a good level. One of the findings in this study is that teaching context clues strategies by using nonsense words though the exercise instead actual words can enable the student to think critically and learn new vocabulary words at the same time.

Salinda Phopayak is a lecturer at English Department, Faculty of Humanities, Nakhonpathom Rajabhat University, Thailand. She obtained a Masters in Teaching English as a Foreign Language (TEFL) from Silpakorn University, Thailand. Her research interests include the areas of language teaching and learning, material development and design, and action research.

**Task-based Learning and Teaching Technology in the Profession-oriented English Teaching in Kazakhstan: Multilingual Context**

Saltanat Meiramova

Modern Kazakhstan is a multi-ethnic and poly-confessional state developed in the conditions of multilingualism, and foreign language learning is one of the main indicators of adaptation to the new social-political and social-cultural realities.

Moreover, modern changes in the society’s social and economic life as well as the new approaches to specialists’ training demand an adequate modernization of higher education system, in particular the profession-oriented training. Such training provides professional orientation not only to the maintenance of training materials, but also the activity in forming professional skills of practical English used in various spheres of communication.
Consequently, the creation of an innovative model of higher education is apparent which combines the best traditions of Kazakhstani and world educational systems, in particular in the area of profession-oriented English language teaching.

The literature review states that acquisition of professional competencies along with the study of foreign professional culture become the main issue in the content of profession-oriented English language teaching in Kazakhstani higher education system.

In this regard, this paper attempts to create the strategic model based on Task-based learning and teaching (TBLT) technology in profession-oriented English teaching for multilingual specialties aimed at the improvement of Kazakhstani higher education system’s quality in the conditions of multilingualism.

Then, the paper tries to discuss the integration of the course of foreign language teaching methodology with vocation-related subjects in the strategic model on the basis of TBLT technology in the conditions of multilingualism.

In addition, the paper aims to examine the TBLT effect on communication skills of students in profession-oriented English language learning in the conditions of multilingualism.

Finally, the expected outcomes of the paper are connected with the development of research tools for obtaining new data on the efficiency of TBLT technology use on the basis of the strategic model and ethnographic research of students.

Saltanat Meiramova is a TEFL associate professor. She had extensive experience as Applied Linguist and EAP/ESP teacher in Gumilyov Eurasian National University. Currently, she is director of International Cooperation & Multilingual Education Development Centre in Seifullin Kazakh AgroTechnical University in Kazakhstan, also she teaches EAP/ESP and Profession-Oriented English to MA and PhD students of non-language majors. She has won JFDP scholarship in Linguistics, USA (2010), “Bolashak” scholarship in Theory & Method of Professional Education, UK (2011). She is a member of KazTEA (2007), AILA (2010), IATEFL (2011), NATECLA (2012). Her recent textbook ‘English in Professional Activity’ was published in LAMBERT Academic Publishing, 2010. Email: meiramovas@gmail.com

The Impact of Visualization on Iranian EFL Learners’ Reading Comprehension
Samareh Sadeghian

Abstract: The present study was designed to explore the impact of visualization on Iranian EFL learners' reading comprehension based on the researcher's motivation to find empirical evidences in Iranian English language learners. For this purpose, the researchers selected 60 participants from three intact classes, but divided them randomly into two experimental and one control groups. The treatment consisted of reading instruction which was provided through three methods; first, through the static visualization, second, dynamic visualization, and third, through routine and traditional techniques. On the basis of the results of one-way ANOVA, it was found that visualization was effective instrument to help EFL learners enhance their reading comprehension. In addition, the results of paired sample t-test showed that static visualization could make significant differences in EFL learners’ reading comprehension. The results of another paired sample t-test showed that
dynamic visualization was also effective in enhancing EFL learners’ reading comprehension even more than static one. Based on the findings of the present study, integrating visuals into reading texts, as one of the effective and interesting ways for improving reading comprehension of EFL learners is highly recommended.

Samareh Sadeghian finished her postgraduate studies on teaching and learning English as a foreign language. She receives her MA from Azad university of Ahar, Iran. She also completed her undergraduate studies on English translation and her degree was from university college of Nabi-E- Akram in Tabriz, Iran. She is interested on how to teach English as foreign language by aid of computers and software’s in order to facilitate English learning to foreign students that their native language is so far to English. So this paper is one of her researches in this area and her another paper was presented on second international conference on colleges in ELT and English literature.

An Investigation into the ‘Silent’ Asian Student in Western Academic Discourse — Analysis and Recommendations
Samuel Newbould

Recent decades have seen a dramatic increase in the number of international students, especially Asian students, studying in western universities. Many of these students enroll in preparatory courses either in their home contexts or in their destination countries. These courses act as bridge between the students’ past educational experiences and that of the target institutions’ expectations and requirements of students. However, international students are frequently portrayed as silent (Jones, 1999) and reticent to participate (Cheng, 2000), a condition attributed to poor linguistic ability (Hyland et al., 2008) or not understanding what is expected of them (Jordan, 1997:101). This problem is exacerbated due to another change in recent years, a shift towards a more interactive, discussion-driven mode of academic discourse in higher education (Ferris and Tagg,1996a). Resulting in the situation whereby the need to participate in oral interaction is greater than ever, but that is exactly what international students struggle with the most, a fact recognised by the students themselves, the language teachers, and the subject professors (Hyland et al., 2008).

Speaking within academia is a skill that has traditionally received little attention, both in research and in practice (Ferris and Tagg, 1996a:31). Speaking is not as simple as learning the words to a language, there are complex social interactions and customs that must be adhered to, what is usual in one language may not be so in another, and these are the paralinguistic skills that international students need to be aware of in order to fully integrate into the host university’s academic environment. Knowledge of turn-taking conventions, entering a conversation, and inviting others to do so are all skills non-native speakers are known to find difficult (Hedge, 2000:268) yet are crucial for a successful interaction. This paper investigates western academic spoken discourse, particularly in the UK, and makes recommendations for preparing Asian students for studying abroad.

Sam Newbould is currently an English language teacher at Shantou University, Guangdong, China.
He has considerable experience of teaching Asian learners over a range of contexts, backgrounds and abilities, both in Asia and the U.K. His professional interests can be found within EAP, curriculum design, and teaching methodology.

Assessing Teacher Readiness for Technology Use in ELT
Sanath Gunawardena

A significant contribution and interest in technology for teaching purposes is evident at a policy level in Sri Lanka. In this light, the current study explored the level of teacher readiness for technology both in terms of skills and attitudes. This study utilized the framework for evaluating second language teachers’ expertise in using technology for teaching/learning purposes developed by the current authors. The framework is structured on 4 competency bands with regard to the skills necessary for the different facets of the language teacher role. Participants for the study comprised teachers from different teaching contexts ranging from primary to tertiary educational settings. The study sought to correlate factors such as age, education and years of teaching experience with technology know-how. Interestingly, the youngest participants in the study were not the most technologically advanced or innovative. Overall, a vast majority of the teachers reported being able to use MS office and are familiar with the use of the internet. A significant majority of the respondents appear to be comfortable with higher level MS office skills and report the ability to use smartphones and audio/visual material for teaching/learning purposes in addition to being able to take charge of self-access centres. On the other hand, only a small percentage of the respondents were comfortable with skills related to online teaching. The study also revealed that participants had a much idealized view of technology and consider it something of a panacea for language learning. Practitioners also revealed strong advocacy for the need for teacher training in the use of technology for pedagogical purposes. Paradoxically, despite the claimed enthusiasm regarding the relevance of using and training in IT, a significant percentage is not convinced about the practicality of using technology for teaching English in Sri Lanka.

Sanath Gunawardena is employed as a lecturer in the University of Moratuwa, Sri Lanka. Sanath Gunawardena has Masters Degrees from the University of Illinois, Urbana-Champaign, the University of Kelaniya, Sri Lanka and the Open University of Sri Lanka in Physics, Linguistics and Teaching English as a Second language, respectively. Sanath Gunawardena’s research interests are primarily in the domain of psycholinguistics.

Teaching Academic Vocabulary: Why? When? How?
Sara Fine-Meltzer

A major stumbling block to reading comprehension in English is poor vocabulary. While it is often thought that academic vocabulary can, and most often does wait for university/college study,
it is my contention that vocabulary can and ought to be actively taught much sooner. The subject of this paper is teaching vocabulary in an “old-fashioned” setting. The proposed setting is adaptable to all levels of English learning, but is particularly important for students living in countries where the indigenous language or languages are written in non-European scripts.

Ms. Fine-Meltzer taught EFL for 30 years at Ben-Gurion University of the Negev in Israel. She coordinated all the levels of EFL beginning with basic English and through the exit-level courses. She also did a stint in Israeli middle and high schools. Ms. Fine-Meltzer is also a translator and editor. Having studied Latin, French, Hebrew, Spanish, Italian, Chinese, and Japanese, she has first-hand knowledge of the difficulties of vocabulary acquisition.

Developing Students’ Workplace Communication Skills in ESP Classrooms
Sarantuya Sangijantsan

This paper explores how can develop students’ workplace communication skills by doing different types of tasks while teaching English for engineering students due to university prepares future specialists.

Four types of communication in the workplace are mentioned in this paper including example exercises taken from the student’s book and teacher’s teaching resource. The findings from teaching process show how students can obtain basic knowledge of workplace communications through the ESP classroom and students feel that they can be employable.

Sarantuya Sangijantsan has been working as an English teacher at Mongolian University of Science and Technology since 1991.

‘Guided Fantasy’ — An Emotional Neuro Linguistic Experience
Facilitating ‘Affective’ Language Learning
Savitri Dias

This workshop is for all teachers who wish to reflect and improve their teaching so that they could gain a better insight into the affective dimensions of their students’ learning experiences. Teachers interested in mastering interpersonal and intrapersonal skills and those who want to consider teaching as a relationship as well as pedagogy or andragogy in second language learning would benefit through these Neuro Linguistic Programming (NLP) activities.

The main objectives will be to practise several NLP techniques and activities with participants so that they could develop competencies that will reduce the affective factor of anxiety in second language learners, provide specific skills to help students to build their self-esteem through an environment of mutual supportive care and demonstrate means to cultivate intrinsic motivation of the second language learner through fostering natural curiosity and autonomy. It will also sensitize
teachers to the importance of learner differences through learning styles and develop empathy with the students by creating awareness and knowledge of one's own feelings while supporting competence promoting feed- back and interpersonal involvement.

An initial, brief discussion on the affective factors related to language learning and the role of Neuro Linguistic Programming in the Humanistic Approach to language teaching will be followed by several interactive activities. These would include activities that will build rapport and develop sensory acuity.

Feel the Heat – body rhythms and jazz chants to motivate the second language learner; Guided Fantasy – a relaxation exercise to foster intra personal relationships; I’m Proud of My self - speaking out to boost self- esteem; Blowing Your Colleague's Trumpet – learning about you own teaching by appreciating a colleague's success; Circle of Light – a bonding activity appealing to the senses, are several of these activities.

Savitri Dias is teaching at the English Language Teaching Unit, University of Colombo, Sri Lanka. Holding an MA in Linguistics. Submitted a thesis for evaluation for an M.Phil. degree in Linguistics at the University of Kelaniya, Sri Lanka. On the theme of slow learners with reading problems in the primary schools in Sri Lanka. Special interests: Neuro Linguistic Programming in Education, Teacher motivation, teaching visually impaired and learning disabled students and counselling. Twenty- four years experience in teaching at tertiary, secondary and primary school levels. Savitri Dias has presented papers and conducted workshops at many international and local conferences based on NLP in education.

Beyond Culture: Preparing Students for Unfamiliar Exam Writing Prompts
Scott Rousseu

A complaint often heard by instructors when preparing students for the writing segment of the major English proficiency exams is that students have challenges generating ideas about the topic they are presented. While this complaint can arise with students who hail from a culture similar to that of the test writers, it is more often than not heard from students whose cultures, values, and education systems are vastly different from the predominantly Western-based cultural foundation of the major testing organizations. The existence of cultural bias on standardized tests has been confirmed by several studies performed on a variety of different testing systems (Chen and Henning, 1985; Traynor, 1985; Khan, 2006; Freimuth, 2014).

Rather than simply suggesting general strategies for overcoming the challenge of culturally unfamiliar writing prompts, such as “read more widely”, a more targeted approach is more appropriate for students who often do not have much time before their next exam date. This presentation will demonstrate a variety of proven, interactive activities that instructors can use in the classroom to encourage students to stretch beyond their cultural borders and engage them in thinking critically about a wide range of culturally unfamiliar writing prompts. Activities that draw on the collective wisdom and experiences of the students, such as group brainstorming, collaborative categorization and organization of ideas, and team writing can help expose students to as many authentic test prompts as possible in a short period of time. Delegates will also learn where to source
writing prompts for the major English proficiency exams and how to identify those that will be culturally challenging for their students.

Detailed handouts containing sample activities and resources will be provided to all attendees.

Scott Rousseu is a Senior Instructor in the Bridge Program at the American University of Sharjah in the United Arab Emirates. He has taught for over 15 years in various countries in the Middle East and Southeast Asia. He holds a BA in Linguistics and a MEd in Education Technology.

Comparative Study on Phrasal Verbs Usage for High School English Textbooks in Korea and Graded Readers

Se Eun Noh

Phrasal verbs are extremely common in English. Gardner and Davies (2007) claim “learners will encounter, on average, one [phrasal verb construction] in every 150 words of English they are exposed to” (p. 347). There is no doubt that learners should acquire lexical knowledge of phrasal verbs because they play significant roles in reaching the level of proficient English. In spite of their high frequency in native context, however, phrasal verbs are undervalued in Korean classroom. The current national curriculum of English does not provide the pedagogical guideline for phrasal verbs. This study critically reviewed the presentation of phrasal verbs in current high school English textbooks in Korea, comparing it with that of graded reading books. For this study, the listening scripts and reading sections of sixteen high school English textbooks were selected and compiled as a target corpus to conduct the analysis. Also, a range of graded reading books was compiled as a reference corpus to compare the usage of high-frequency phrasal verbs in non-native and native context.

The following questions are addressed in this study: (1) Are the phrasal verbs occurred in the current high school English textbooks as frequent as those in native context? (2) How many high frequency phrasal verbs are dealt with in each corpus? (3) To what extent are phrasal verbs presented in different meaning senses to cover their polysemy? In analyzing the phrasal verbs, the author referred previous studies about frequent phrasal verb lists (Gardner & Davies, 2007; Liu, 2011; Garnier & Schmitt, in press). Pedagogical implications and suggestions for textbook materials development are also discussed.

Se Eun Noh

*International Graduate School of English, Seoul, Korea
September 2014 — current
-Majoring in English Material Development
-Areas of interest: Formulaic language, lexical collocation, corpus-based analysis, and second language acquisition

*Yonsei University, Seoul, Korea
March 2003 — February 2008
-Bachelor of English language and literature
I-CARE, A Strategic Approach and its Practice in College English Teaching
Sen Zhang

With the implementation of the Computer- and Classroom-based ELT, the lack of target language environment is one of the most serious dilemmas in the English language education in China, and it is taken as a significant factor causing the low efficiency of English language teaching although great efforts have been made. The current study aims at exploring an effective strategy to overcome the dilemma. In accordance with relevant SLA (Second Language Acquisition) theories, the new English teaching model based on the class and the computer is designed by integrating guided acquisition, autonomous acquisition, and natural acquisition, which are incarnated by in-class CARE (Cooperative learning, Autonomous learning, Research-based learning, and Experiential learning), the autonomous learning based computer network, and the “daily, weekly, and monthly project” in extracurricular activities. Such a simulated environment is helpful for improving students’ comprehensive English skills and cultivating outstanding innovative talents with good mastery of English.

Continuing Professional Development Programs: Enhancing Teacher Performance and Cultural Understanding in the Korean University Classroom
Seonmin Huh

The purpose of this study is to analyze how an in-house training program for foreign lecturers improved educational standards in the classroom, benefiting both the lecturers and learners at a mid-sized private university in South Korea. The program was set up to provide professional development for native English speaking teachers (NESTs) with the results being passed on to the students through improved teaching, and ultimately the university itself through an overall improvement in standards and collegiate reputation. The teaching skills covered in the program included communicative practices appropriate for L2 learners, and classroom management skills, including methods for motivating students and dealing with behavioral problems. Participants, many of whom were new to Korea, were also asked to consider the cross-cultural perspectives of their students and challenge their own teaching methods in order to improve. So as to better understand the students’ perspective training was given in relevant cultural aspects of Korean education. The training sessions included short lectures, group discussions, practical workshops, and group presentations. The findings of the study indicated that the time spent in the professional development program motivated the participants, exposed them to new methods and practices, and encouraged them to improve their teaching. It was also shown that student evaluations improved for lecturers attending this professional development training program. The study aims to contribute to the discussion of how foreign lecturers can enhance their effectiveness in the classroom, thereby benefiting themselves, their students, and the universities that employ them.
Seonmin Huh is an inviting professor at Woosong University, Daejeon. She got her Ph. D. at Indiana University Bloomington and her research interests encompass innovative teaching methods, critical pedagogy, critical literacy and team-teaching.

An Emerging Model of Team-teaching in a University General English Program

Seonmin Huh

The purpose of this study is to illustrate a collaborative model of team-teaching in a university general English program. While positive effects of team-teaching and some suggestions for team-teaching practices have been reported previously, there has been less attention paid to an instructional model where native teachers and Korean teachers collaborate with each other for the best classroom experience for students. Twenty teachers’ team-teaching classes were observed and video-taped for analysis. The findings showed that the two teachers’ negotiations of meanings in any stage of the lessons was helpful to the students’ understanding. Also, in the stage of presenting particular language expressions (during-lesson), complimenting each other with native teachers’ intuition and Korean teachers’ analytic skills was suggested as an important instructional move. When activities were introduced, modeling by the two teachers and the Korean teachers’ bridging roles were a contribution and recommended for model collaborations. Educational implications and an instructional model have been suggested.

Seonmin Huh is an inviting professor at Woosong University, Daejeon. She got her Ph. D. at Indiana University Bloomington and her research interests encompass innovative teaching methods, critical pedagogy, critical literacy and team-teaching.

Assessment Literacy of Lecturers at a Malaysian Public University

Seyed Ali Rezvani Kalajahi

Accountability systems are important for higher education and they are often linked to the credibility of assessment literacy of lecturers. Lecturers are responsible for ‘report cards’ that act as benchmarks of student learning processes and outcomes. Therefore, assessment literacy of lecturers is of prior importance as institutions rely on lecturers to assess students’ content knowledge and skills. The question that arises is whether lecturers have been provided sufficient and appropriate knowledge of assessment methods or whether assessment has been left much to the idiosyncrasies of the lecturers. This study seeks to establish the level of assessment literacy among lecturers and investigate common assessment practices. The methodology involves a survey questionnaire administered to 75 lecturers from different disciplines at a Malaysian public university. Findings show the state of assessment literacy among lecturers who essentially are academics but may not have gone through assessment training to discharge an important part of their professional responsibilities in the context of teaching and learning.
Seyed Ali RezvaniKalajahi, Ph.D. is post-doctoral fellow at the Faculty of Modern Languages and Communication, UPM, Malaysia. He obtained his Ph.D. in Applied Linguistics from Universiti Putra Malaysia. His interests lie in corpus-based/informed studies, material development, and teacher education.

Effects of Peer Feedback on EFL Writing in MOOCs: The Learners’ Perceptions
Sha Luo

This study aims to investigate how learners’ perceptions of formative and evaluative peer feedback on their EFL writing at tertiary level change over time, and the factors affecting their perceived usefulness of both forms of peer feedback in massive open online courses (MOOCs), in a case of the writing units of a language MOOC offered in China. Peer feedback is a socially situated dialogic process, and regarded as having such potential benefits as encouraging improvement and facilitating collaboration. While much of the peer feedback observed in L2 writing classrooms occurs only incidentally and informally, such opportunities are substantive in language MOOCs with their large enrollment scales and abundant learner-to-learner interactions through writing. But the research on how a reliance on peer feedback may affect learner writing is still limited, especially in the context of EFL MOOCs. Drawing on the socio-cultural perspective with the conceptual framework of formative assessment and feedback, this research seeks to address the following research questions: 1) Do learners’ perceptions of formative peer feedback on their EFL writing, regarding their first draft, change over time while participating in MOOCs? 2) Do learners’ perceptions of evaluative peer feedback on their final draft change over time? 3) What factors may affect the learners’ perceived effects of both forms of peer feedback? The data collected consist of questionnaires conducted online each time after learners submitted their drafts, as well as their reflective essays submitted at the end of the course. The results indicate that the learners’ perceived effects of both formative and evaluative peer feedback improve over time with such affecting factors as understanding of rubrics, perceptions of learning gains, attitudes towards the peer feedback practice, and learner collaboration.

The “Aphasia Phenomenon” of Chinese Culture among Non-English Majors in Intercultural Communication
Shan Xu

Globalization and multi-polarization call for the effective intercultural communication. With the rising of China, especially the proposal of “One Belt and One Road Policy”, Chinese culture plays an increasingly significant role in the intercultural communication all over the world. The previous studies tended to center on the acquisition of foreign language and foreign culture among English majors. However, to some extent, they neglected the importance of Chinese culture and the existence of larger proportion of non-English majors in China. Therefore, focusing on the “aphasia
phenomenon” of Chinese college students, the paper makes an attempt to do a research among non-English majors by questionnaires and interviews, which is to answer the following questions: i) Do they have enough opportunities to engage in intercultural communication? ii) What obstacles do they encounter with and why do they have such problems? (e.g. the lack of knowledge on foreign culture and the “aphasia” of Chinese culture)? iii) What solutions can we take in order to solve the problems, including language policies, school regulations and individual efforts?

Shan Xu, postgraduate in Southeast University, major in applied linguistics, now in the first year of postgraduate courses.

2014.04 taking part in the International Conference on Language Policy in Nanjing
2014.06 being awarded the “Excellent Papers” in Southeast University (title: The Cultivation of Critical Thinking among English Majors)

Investigating the Integration of Academic Content into English Language Support Programs in a Sri Lankan University
Shashinie Wijayadharmadasa

The global implementation of English Medium Instruction (EMI) in higher education institutes has led to interest around how best to support students with varying degrees of English language proficiency. This doctoral research aims to cater to the ever-increasing demand of EMI at tertiary level in Sri Lanka. With the implementation of EMI at Sri Lankan universities, engaging in higher studies has become a challenge for students who represent the entire island with varying levels of English language proficiency.

The context of the research was one particular Sri Lankan university. The researcher’s intention is to facilitate student learning by aiming to reduce ‘cognitive overload [and] learner anxiety’ (Bruen and Kelly, 2014, p. 11) and to produce globally and internationally marketable graduates.

For this case study, data was drawn from a large-scale student survey, 5 focus group student interviews, 32 semi-structured individual interviews which included 15 student interviews, 9 English language teachers (ELTs) and, 8 academic lecturers. The ROAD-MAPPING framework (Dafouz and Smit, 2014) developed for the European university context, was used to analyse the interview data. This highlights dimensions, which comprise the Roles of English (RO), Academic Discipline (AD), Management (M), Agents (A), Processes and Practices (PP), Internationalization and Glocalization (ING).

Preliminary findings suggest that, of these six dimensions, perceptions around the inclusion of subject specific content in the English support classes relate to the roles of English dimension for all three categories of participants. The prominence of other dimensions differs according to category of participant: ELTs appear to be more likely to focus on processes and practices, academic lecturers on more subject specific academic discipline and students on internationalization and glocalisation.

References
Shashinie Wijayadharmadasa possess a BA (University of Peradeniya) and MA in Linguistics (University of Kelaniya) from Sri Lanka, an MA in Teaching English to Speakers of Other Languages (TESOL) (La Trobe University) from Australia. She is a Lecturer in English Language Teaching (ELT) at the English Language Teaching Unit (ELTU) University of Colombo, Sri Lanka. She has 16 years English language teaching experience. Currently she is reading for a PhD in Teaching English as a Second Language (TESL) at Monash University, Australia. Her research interests are Content and Language Integrated Learning (CLIL) and Computer Assisted Language Learning (CALL).

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Promoting EFL Grammar Approach: Refining the Teaching Concepts of Grammar in an EFL Context
Sheilla Noveta Asmaruddin

This paper aims to propose an approach that is useful and appropriate to be used in an EFL teaching learning context specifically for EFL students of English Education Study Program, in the teaching of grammar. These students will become English as a Foreign Language (EFL) teachers and hence, are expected to be able to teach EFL in primary schools, junior high schools and at senior high schools throughout South Sumatra. English language in Indonesia, is English as a Foreign Language (EFL). This means English language is only used when English speakers are available.

Many students of English Education Study Program find it challenging to teach grammar. This draws my concern of whether my teachings, the curriculum and the approach used are appropriate and suitable or not for these type of students’ need. Some of the students’ thoughts on grammar indicated that there is an urgent need to shift the current teaching concepts of grammar at the English Education Study Program so that they are able to use grammar as a foundation for daily communication. Furthermore, most EFL teachers struggle with finding appropriate approaches to teach their students in fulfilling the demands of not only the curriculum made by the government but also the global needs. The approach proposed is called EFL Grammar Approach which integrates the strong elements of several approaches found in the principles of methodology second language but at the same time blends other vital aspects such as the students’ need and the institution policy.

Sheilla Noveta Asmaruddin in one of lecturers of English Education Study Program, Faculty of Teacher Training and Education at Musi Charitas Catholic University, Palembang, South Sumatra, Indonesia. She obtained her master degree of education in TESOL from School of Cultural and Professional Learning, Faculty of Education, Queensland University of Technology, Brisbane, Australia. Her main interest of research focuses on curriculum design, ELT approaches and methodology and teacher training. She is also developing a non-profitable organization in South Sumatra which aims to contribute for EFL teaching and learning within the province.
The Cognitive Turn of British and American Literature Teaching for First-year and Second-year English Major
Shenghua Yang

British and American literature teaching under new situations must lay emphasis on innovative and critical thinking. Cognitive poetics has the character of inter-discipline and focuses on the textual interpretation by borrowing cognitive science. It claims that literary interpretation as a complicated cognitive process must emphasize literature works, reading experience and the formation of meaning and concept. Literary interpretation also links closely the mental activity for literary works with daily mental activity and holds that literary ability is a kind of daily cognitive ability. Based upon cognitive poetics, British and American literature teaching for first-year and second-year English major is a creative activity in curriculum design, textbooks centered on cognitive topics, class teaching mode and formative evaluation. Graded reading course is encouraged to be offered for first-year and second-year English major, for reading assignments and training of cognitive ability are guaranteed in this curriculum design. Textbooks centered on cognitive topics in graded reading course are proclaimed to emphasize students’ reading experience and evaluation. Teaching mode in classroom must take advantage of students’ principal role as the cognitive subject and insist on discussing style of teaching. Traditional “First classroom” is extended to cognitive “Second classroom” featuring reading club, discussion and role play. Formative evaluation is very necessary for students’ cognitive ability. Cognitive poetics offers a new way for British and American literature teaching for English major.

Yang Shenghua is a lecturer in China West Normal Univeristy. Her research interest covers the British and American literature study and teaching.

Effectiveness of Online Course in English Using Content-Based Instruction (CBI)
Sherrilyn Quintos

Paradigm shifts in language pedagogy significantly challenge teachers of English as a second language (ESL) in the Philippines especially today that the status of language teaching and learning is at its crossroads. It is indeed timely for ESL teachers’ attention to be refocused to new ways and means of upgrading language teaching and learning in the country. The dawn of e-learning technology has augmented the bulk of researchers on online teaching and testing, instructional material development and online program effectiveness and efficiency. This study is a modest attempt to make an in-depth analysis of the effectiveness of an online English program as a learning platform for college students. The online English program, which has been running for two years, is evaluated for its Relevance and Effectiveness as a language learning tool through the assessment of students’ performance in the pre-test and post-test. One hundred and twenty six (126) students are asked to evaluate the relevance of the online English program to their specialization/major. Results show that the program is effective as independent language learning platform and can be improved.
when a blended learning approach is incorporated. The students find the program relevant to the major/specialization and can be more relevant if a localized version of the online will be developed.

**Sherrilyn Quintos** is an Assistant Professor I at the College of Arts and Sciences, Bataan Peninsula State University, Philippines. She holds a Doctorate Degree major Educational Management. Her research interest is on English as a second language teaching and instructional material development.

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The Long-term Effectiveness of English Activities in Elementary Schools

Shigeo Uematsu

This study was an investigation of the effect of English Learning in Elementary School (ELES) on both English language skills and related affective variables. The participants were 145 public junior high school students in Grades 7 and 8; 72 participants (Experienced) received English language instruction once a week in the local public elementary schools in Tokku (a special educational district), while the remaining 73 participants did not receive any English language instruction in their local public elementary schools (Non-experienced).

Three research questions were investigated: (a) To what degree do the ELES-experienced students and the Non-experienced students differ in terms of their English listening, speaking, reading, vocabulary, and grammar skills?; (b) To what degree do the ELES-experienced students and the Non-experienced students differ on the motivational and attitudinal variables?; (c) To what degree do the affective differences between the Grade 7 and Grade 8 results converge or diverge?

The Experienced group outperformed the Non-experienced group to a statistically significant degree on the listening test in Grade 8, and on most measures for the speaking test in both Grades 7 and 8, with the exception of the Grade 8 story-telling task.

The conversion or diversion of English skills could not be obtained because different tests were administered to measure the Grade 7 and Grade 8 participants’ English skills.

Unlike previous research findings, no statistically significant differences were found between the Experienced and Non-experienced students for the four motivational and attitudinal variables of Attitudes Toward Intercultural Communication, Attitudes Toward English Learning, Respect for Self and Others, and Reasons for Studying English. The affective variables did not converge or diverge from Grade 7 to Grade 8.

**Shigeo Uematsu** holds an M.A. from Columbia University and Ed.D. from Temple University, and is currently a professor in the Dept. of Cultural Studies and in the Graduate School of Foreign Language of Kyoto Sangyo University. His recent publications include “Long-term effects of Learning English.” Springer, 2015.

Email: uematsu@cc.kyoto-su.ac.jp
Narratives of Early Study Abroad Korean Students: Learner Identity and English Learning Motivation
Shinhye Kim

Those who move to the U. S. in their primary or secondary school years are often called “early study abroad students” (jogi yuhak saeng). Despite the growing number of such early study abroad students, little is known about their struggle to learn English, to adapt to the L2 contexts, and to resolve conflicts and tension between their old and new identities. Considering the scarcity of studies on early study abroad students and the recent theoretical shift in the poststructuralist perspectives on learner identity, the study focuses on identity construction of early study abroad students in the U. S. context. Drawing on notions of communities of practice (Lave & Wenger, 1991; Wenger, 1998) and imagined identity (Norton, 2000), this study attempts to explore how early study abroad students constructed and negotiated their multiple identities, and how their participation and identities are interrelated with L2 motivation. The participants included five college students who moved to the U. S. in their teen years and they were enrolled in U. S. universities at the time of the study. Data were collected through individual interviews and observations for six months. The findings illustrate that the participants’ multiple identities are contesting, negotiating in different contexts, and their agency in negotiating their contesting identities is closely related to their imagined and actual communities of practice. The findings will illustrate early study abroad students’ motivational changes and identity construction process and enhance our understanding of sociocultural aspects of second language learning. The results can also help Korean learners prepare for the difficulties and challenges of pursuing their imagined identities by understanding the fact that agency and efforts are required to resolve tensions among conflicting identities that they may experience in the learning process.

Shinhye Kim is a professor in the Department of English Education at Keimyung University in Korea. Her teaching and research interests include second language learner motivation, learner and teacher identity, teacher education, narrative research, and qualitative research methods.

Teaching Speech-Making in College EFL Classes Through the Analysis of Malala Yousafzai’s Nobel Lecture
Shinji Fukuda

The main method of instruction in Japan for helping students become accustomed to making a speech in English has been having them memorize sections from famous speeches. When making speeches, great speakers often use the traditional art of rhetoric which dates back to the age of the ancient Greeks. In this study, after analyzing Malala Yousafzai’s speech, the author uses it to teach rhetoric and technique, which are useful for students learning speech-making. First the author investigates the style, in terms of rhetoric and disposition, of Malala Yousafzai’s Nobel Lecture delivered on December 10, 2014 in Oslo, Norway. The study finds in her speech some rhetorical factors; 1) choice of words, 2) sentence structure, 3) parallelism, and 4) antithesis. The author teaches
students what kind of rhetoric strongly impacts the audience through exploring Malala Yousafzai’s speech.

Then, students make their own speeches using techniques learned through analyzing Malala Yousafzai’s speech. The words they use appeal to the senses, helping the audience to see, hear, and feel like Malala Yousafzai’s words do. This study also describes experimental lessons conducted by the author using the proposed method.

Shinji Fukuda is an Associate Professor in the English department of Fukuoka University in Japan. He graduated from Tokyo Gakugei University with a Master of Education, and taught English at junior and senior high schools prior to teaching at university. He has been working in several universities for more than 21 years. He is in charge of the English Speaking Club of Fukuoka University now. His research interests include materials development, speech communication, and EFL teacher education, and he has presented at various international conferences regarding those themes.

3-PP-810-11

Future Directions and Considerations for English Education at Elementary Schools in Japan
Shinji Okumura

In 2014 in Japan the Ministry of Education, Culture, Science and Technology (MEXT) released the English Education Reform Plan and also further developed English education in elementary schools. In this plan, MEXT has promoted: (1) the provision of English Language Activities classes 1-2 times a week for third and fourth graders and (2) the provision of English Language Subject classes 3 times a week for fifth and six graders (MEXT, 2014). The first of these provisions aims to develop the foundations for communication skills and it will be supervised by classroom generalist teachers. The second aims to foster basic English language skills. These programs will be officially provided in the next revision of the Course of Study, which will be implemented in its entirety from 2020. This is a strong policy initiative which targets the development of English language skills from early ages, and also has a critical policy intention, which will contribute to the continuity of English teaching and learning, from elementary to secondary. However, several issues should be considered. For instance, although MEXT has a plan to develop coherent learning achievement targets for English, especially for 5 and 6 graders, it is questionable if they can validly assess the students' English language skills. Furthermore, though MEXT is improving the English teaching skills of elementary school classroom generalist teachers, it is doubtful as to what extent the generalist teachers can develop their English skills in pre/in-service training. In this presentation, I will firstly overview the history of foreign language education at public elementary schools in Japan and will then describe the 2014 English Education Reform Plan, focusing on English education at public elementary schools. I will finally argue several considerations for the effective implementation of English education in elementary schools, including the perspectives of generalist teachers and teacher trainers.

Shinji Okumura was an elementary school generalist teacher in Tokyo for six years and worked at the Japanese School in Singapore for three years. During his teaching in the elementary schools, he engaged in English education at the schools. After working at the elementary schools, Shinji obtained
MA in TESOL in the US and has recently completed his Ph.D. study about language-in-education policy at Monash University. Shinji is currently a lecturer in Department of Education at Mukogawa Women’s University in Hyogo, Japan and he engages in teacher training, specializing in teaching English at the primary level.

**Differentiated Instruction**

Shireen Ahmed

“We are for difference, for respecting difference, for valuing difference, until difference no longer makes a difference.”

“Differentiated Instruction is designed to support individual students’ learning in a classroom of students with varied backgrounds and needs.” It is simply a teacher attending to the needs of a particular student or small groups of students, rather than teaching a class as though all individuals in it were basically alike.” … Carol Ann Tomlinson (2000)

Teachers who differentiate are mindful of the varied learning needs of their students and plan instruction accordingly. Differentiated instruction is both a philosophy and a way of teaching that respects the different needs of students and expects all students to experience success as learners. Education is a great equalizer, a means of upward mobility for all children regardless of race, socioeconomic status, and geography. Thus “Differentiated Instruction” is an approach to education that is infused with ethical values: fairness, truth, and integrity and a driving compassion for the world beyond the classroom.

Students come to our classroom with unique differences as people and therefore as learners. They have varied degrees of background knowledge and readiness to learn different life experiences, cultural orientations, languages, interests and preferences, for how they learn best, and different feelings about themselves as learners and about school.

There is no doubt that great diversity in academic proficiency, ethnic background, culture, language and learning style is found in today’s 21st century classroom. Therefore, as an accountable educator, differentiating one's teaching is no longer just an option, but rather an essentiality in order to equally move all students from where they are now to the next step. Furthermore, one of the key components to doing so is to know your children personally. The more you know about them, the more you can relate to their needs and better guide them down the path to true learning and understanding.

Shireen Ahmed served 30+ years in the education industry, dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in children. She founded an English medium school in 1992, called International Education Center, designed entire curriculum and grade structure for Kindergarten through A-levels (High School). Exclusively responsible for over two decades of steady performance. She Contributed significantly to attain profuse respect and reputation for IEC both within the country and internationally. Played key role on achieving the prestigious recognition from CIE (Cambridge International Examinations) and EDEXCEL of England. She is A national (US) teacher trainer from Center of Teacher Effectiveness, USA. Programme Leader and certified teacher trainer.
A Study on Vocabulary Learning Strategies and the Correlations with Language Proficiency of English Major Students
Shirley Zhang

This research is based on 141 English major students by a vocabulary learning strategies questionnaire and their final exam score, exploring how they use vocabulary learning strategies and how it influences their English proficiency. The results shows that students do not very agree to learn vocabulary through reciting. When meeting a new word, they tend to “guess the meaning through contexts” or “use a dictionary”. The frequency of “consolidation” and “activation” appear relatively low. Most vocabulary learning strategies are positively related to “final exam score”. Among all these strategies, only four strategies are negatively related to “final exam score” as “words should be memorized”, “oral repetition”, “visual repetition” and “visual encoding”, and only four strategies have significant correlation with “final exam score” as “self-initiation”, “looking-strategies”, “visual repetition” and “association”.

Shirley Zhang is a graduate student from Zhongnan University of Economics and Law. Shirley Zhang’s major is linguistics. Shirley Zhang is very interested in second language acquisition. This paper is about vocabulary learning strategies, which is a very important part in SLA.

The Cultivation of the Growth Mindset for EFL Learners in College
Shu Zhou

English is a compulsory course for both Chinese middle school and high school students. When they come to college, there are growing numbers of students who show fixed mindset in English learning. They believe in natural talents but not efforts in EFL, lacking of motivation and losing interests in this subject. On the contrary, students who hold growth mindset show positive attitude and great potentials in EFL. This paper introduced the concept of growth mindset and fixed mindset from psychology into EFL, and discussed how to cultivate EFL learners’ growth mindset with a combination of a backward teaching design in college English class for non-English majors, attempting to promote students’ English learning in a consistent and process-based way.
A Malaysian Teacher Educator’s Perspective on the British Council Primary Innovations Training Programme
Shubashini Suppiah

Continuous professional development should be a lifelong, systematic and planned process to maintain and develop professional competence, creativity and innovation. The outcome has value for both the individual and their profession. In the context of teacher professional development, Kelchtermans (2004) defines continuous professional development as “a learning process resulting from meaningful interaction with the context (time and space) and eventually leading to changes in teachers’ professional practice (actions) and in their thinking about that practice” (p.220). In view of this, this paper examines the value of the British Council Primary Innovations training course for teacher educators. The training programme was carried out in 3 phases, which included three main curriculum strands namely professional development, trainer skills and knowledge of young learners learning and pedagogy. A qualitative research framework utilizing the case study approach was used in this study. Anecdotal incidents, reflective learning logs and focus group dialogue sessions were the main sources of gathering the pertinent data. The three prevalent themes that emerged in this study are (1) a personal re-conceptualization of what it means to be a teacher educator (2) an awareness of practical and contextualized models of training and (3) the value of reflective practice in personal growth and development. The implication of this personal study points to the need and value of continuous professional development be it for a teacher or a teacher educator.

Shubashini Suppiah An English language lecturer in Institute of Teacher Education Kent in Tuaran, Sabah. I obtained my B.ED (Hons) degree in TESL (Teaching English as a Second Language) from the University of Edinburgh, Scotland and my M.ED TESL degree from University Malaysia Sabah. My areas of research interests are language teacher professional development, language programme evaluation and literature studies.

Making Critical Thinking and Constructive Feedback Happen through an Assessment Design
Shu-Chen Huang

This presentation reports an attempt to simultaneously cultivate critical thinking (CT) and writing with formative feedback. Strategies for teaching CT were incorporated in the design of formative assessments that would guide college English learners in developing short essays. This assessment design featured multiple (6) stages of critical feedback from multiple (5) sources, rather than having the teacher as a dominant feedback provider. In the first three stages of idea generation, general outline and specific outline, discussions on essays were open to all in a forum on the course Moodle platform. The teacher modeled feedback in the first stage. The course teaching assistant was also guided to follow similar feedback principles to challenge students on their content and organization. Peers were then invited to join the discussion in various stages, imitating what the teacher and teaching assistant did. In the drafting and revising stages, learners invited outsider
opinions from the campus writing center and conducted group peer review. They then revised from the global structure to details of language based on feedback they received. Self-feedback became the major source of comments in the final two stages. The resultant sixteen 600-word essays were examined against a CT rubric that strikes a balance between structure and substance. Analysis indicated that these essays demonstrated opinions against authority and that the writers had a firm grasp on the structure of CT. But in terms of sound reasoning, there was more room for improvement. The discussion of formative assessment and feedback that involve learners as they develop ideas and respond to challenges views formative feedback as a powerful tool with potential in cultivating CT.

**Shu-Chen Huang** has been teaching EFL in the tertiary level in Taiwan for nearly 17 years. Her research interests include EFL pedagogy, learner motivation, and formative assessment that serves the purpose of teaching and learning.

**Collaborating SNS Facebook® into College EFL Teaching in Taiwan: a Case Study**

Shufen Huang

Computer technology has been omnipresent in people's daily lives in the present society. EFL/ESL education is no exception. Computer Mediated Communication (CMC) applications in EFL/ESL education have become a heated trend for the worldwide English teaching professionals. The authors have made several successful attempts to apply computer technology into EFL teaching for intermediate-leveled students. As a follow-up, this project aims to explore the efficacy of combining computer mediated communication (CMC) into traditional classroom teaching in a college EFL class for students with lower levels of English proficiency. CMC applications which were used in this project include online discussion boards, email exchanges and the most influential social network service so far: Facebook®.

The subject students of this research are 30 undergraduate students in Chung Hua University, located at Hsinchu City in the northern Taiwan, whose level of English proficiency is low. The course is designed to build up their familiarity with the English language and to enhance their confidence to use it. Two components make up the course: the lecture part and the online sessions, with the latter focusing on the practices of basic English skills.

This paper initially introduces the design of collaborating computer mediated communication into the EFL course and then categorizes some advantages and disadvantages of this innovative teaching method. The results are hoped to provide ESL/EFL teachers an alternative way to teach their lower-leveled EFL students.
The Use of Project-based Learning in Teaching Greco-Roman Mythology

Shuguang Sun

Project-based learning (PBL) is student-centered and has been proved to be effective in meaningful language learning by some empirical studies at home and abroad. Different from traditional teaching methods, this approach serves as a useful supplement in college English classrooms. However, its efficacy in courses for English majors is not well understood. Based on questionnaire data, the present study aims to investigate students’ view on PBL in a Greco-Roman mythology course, more specifically, their overall evaluation of the course, their understanding of the teaching content, and the PBL’s effectiveness in language use and overall academic ability. 96.4% of the students reported some gains and satisfaction after a semester’s study. Both the test scores and self-reported data indicate that 91.6% of the students understood the basics of myths and met the required level. Furthermore, PBL helps improve students’ language use and academic ability, thus generated high ratings among students.

Shuguang Sun is currently teaching and researching English courses at Beijing Sport University, and was promoted in 2014 to be the head of the English division of the foreign languages department. She has published 11 journal papers, compiled and translated 11 books and have been involved in 6 projects related to English teaching to date. Her research interests are foreign language teaching methods, SLA and sociolinguistics.

The Effect of Project-based Learning on English Major Students’ Academic Writing — a Metadiscourse Analysis

Shujuan Wang

Project-based Learning (PBL) is supposed to have a positive effect on students’ academic writing. Present relevant studies lack in observing its effect on students’ academic writing. It has been widely accepted and acknowledged by researchers that metadiscourse helps to enhance interaction, readability and construct reader-writer relationship in discourse. It is of great importance in academic writing as it reflects writers’ ability of recognizing and following the proper practice of certain academic community, and it has been adopted in conducting various academic writing studies. Therefore, by referring to Hyland’s previous research results of metadiscourse use in international journal, we use text analysis to count the number and categorize the type of metadiscourse in control and experiment group research articles written by English major sophomore students based on Hyland’s model, in which experiment group has one-year PBL class while control group does not. Results show that research articles written by both groups differ from that of international journal significantly, which manifests that both groups fail to follow the practice of academic community as for metadiscourse use. However, experiment group’s metadiscourse use presents comparatively similar trend with that of international journal, especially in sub-types like transition, frame, hedge, attitude and engagement, which are significantly different from control
group. Therefore, we tend to believe that PBL has a positive effect on helping students follow and recognize academic community practice, hence, academic writing.

**Shujuan Wang** is an English teaching assistant at the College English Department of Bengbu Medical College. She received her MA degree in Applied Linguistics from Chongqing University. Her research interests are EAP and action research.

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**Understanding EFL Writers’ Peer Feedback Practices: Insights from a Case Study**

Shulin Yu

While research on peer feedback has proliferated over the past three decades, little attention has been paid to how students respond to their peer’s writing in specific contexts and why they respond in the ways they do. Specifically, limited information has been provided regarding why EFL university students respond to their peer’s writing in the ways they do and how individual differences and the sociocultural context influence their peer feedback practices. In order to fill these important research gaps, this case study examines two Chinese EFL university students’ peer feedback practices and the factors that have influenced their feedback practices. The analysis of multiple sources of data including interviews, video recordings of peer feedback sessions, stimulated recalls, and texts indicates that there were great variations and individual differences regarding how EFL students respond to their peer’s writing. The findings also indicate that EFL university students’ peer feedback practices were situated in their own distinct sociocultural context and mediated by a myriad of factors including student beliefs and value, student motives and goals, the secondary school learning and feedback experience, teacher feedback practices, teacher training, power relationship within the group members, as well as the learning and assessment culture.

**Shulin YU** is Assistant Professor at Faculty of Education, University of Macau, Macau SAR, China. He obtained his PhD degree in Education at the Chinese University of Hong Kong. His research interests include second language writing and second language education. His publications have appeared in Language Teaching Research, Journal of Education for Teaching, Language Teaching, English for Specific Purposes, System, Asia-Pacific Education Researcher, and Spanish Journal of Applied Linguistics.

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**A Mini-play for Students’ Active Speaking Performance**

Shynta Amalia

With the length of their English learning experiences, the students should have had good knowledge in English to be performed through speaking. Yet, the different levels of performance, lack of confidence and exposure seems to be the obstacle. Thus, the students tend to feel threaten during learning activities. They avoid speaking even they are in speaking class. Activities in which students involve in active speaking practices are supposed to help their performances. This paper is based on
a classroom action research practice which implements project-based activities to the students. A mini-play project was chosen as a required activity for the students. In pairs or groups, the students were assigned to create a mini-play based on certain topic of talk. They had to include the language functions they had learned during the pre-project phase. It was expected that the students could experience real life language implementation. From the research, it was found that the students became more active in speaking since the activities could reinforce their self-confidence. Besides, the projects encouraged the students to become more responsible since they had to work in pairs or groups and share them to the other groups. This paper explores the ideas of applying mini-play for students’ active speaking performance. It would explain the details of how the classroom action research was conducted and what projects or activities assigned to the students to achieve the goals.

Shynta Amalia took her bachelor degree in English Study Program of Sriwijaya University, South Sumatera. She has almost 7 years teaching experience both in formal and non-formal Education. Currently, she is a lecturer at IAIN STS Jambi. Shis is interested in exploring the ways to improve students’ speaking performance.

**The Effects of Working Memory and Planning Time on Chinese EFL Learners’ Argumentative Writing**

Si Liu

This article investigates the interaction of working memory capacity and planning time on Chinese EFL learners’ argumentative writing. The participants were 90 intermediate learners from a university in China. In addition to completing a computerized version of a listening span test as a measure of working memory capacity, the participants were asked to write an argumentation in two conditions: with pre-task planning time and without pre-task planning time. Three aspects of writing were assessed: fluency, accuracy and complexity. Statistical analyses conducted with the data indicated consistent effects for working memory capacity and planning time on the three aspects of argumentative writing. The interaction between the two independent variables on fluency and accuracy was found as well. From these results, a number of implications for how planning time influences the role of working memory capacity in L2 writing are presented.

**Designing Business Cross Culture in Need of English for Specific Purpose**

Singgih Widodo Limantoro

In this talk, we discuss issues pertinent to ELT at the postgraduate level in China, the final link of the formal English education system in the country. (Though it may not be the most crucial one, it is still an important link that we find has somehow and somewhat been neglected during the past years by both ELT practitioners and researchers, as compared to ELT at the undergraduate and other levels.) We first report on two small-scale studies we have conducted with the advanced
Chinese EFL learners at the post-graduate level (i.e., doctoral students). Specifically, the first study examined the rhetorical structures of forty research proposals written by Chinese doctoral students. A Move-Step analysis model was developed to identify the move and step patterns used in these research proposals. The second study, meanwhile, looked into the use of Verb-Noun collocations by sixty Chinese doctoral students in argumentative writing. Both correct and incorrect Verb-Noun collocations in the students’ essays were identified, features of use and misuse analyzed. Taken together, these two studies can reveal some gaps in Chinese doctoral students’ rhetorical and linguistic competence in written production, which by all means need to be filled. Based on these research findings, we then discuss the existing problems in and possible ways of improving the teaching of English at the postgraduate level in Chinese institutions of higher learning.


Empowering, Preparing, Inspiring, and Connecting Future Indonesian Teachers through Camping
Sisilia Halimi

Presenters will share results from an intensive two-week pre-service camp called Camp EPIC (Empowered! Prepared! Inspired! Connected!) with 22 pre-service teachers from Indonesia and Timor L’este. The informal camp enabled participants to test teaching techniques while exploiting opportunities for language practice and intercultural experiences with English teaching professionals from Indonesia and the United States. Primary goals included 1) improving teaching and language abilities of talented students and 2) planting a grassroots professional network of young teacher ready to assume leadership roles.

University teacher preparation programs struggle to simultaneously provide adequate language proficiency, theoretical underpinnings, and experiential learning. In Indonesia, English departments attempt to fill gaps from school reforms resulting in less English instruction before students begin university. Universities focus primarily on language, culture, and theory, leaving inadequate time for applied practice. Lecturers and students alike strive to meet standards for pre-service preparation (see Fenner and Kuhlman, 2012) and acknowledge that with lack of broader institutional support, it is difficult to train even the best students for success. The genesis for this camp emerged from a desire to better prepare a young cadre of students as quality teachers.

Participants provided input about their needs, confidence, and perceived abilities before, during, and after the camp. Themes extrapolated from the participants at these data collection points indicate a progression from over-confidence, to open learning and teaching experimentation, to an acknowledgement of need for long-term learning and peer-to-peer professional support (from expertise, to questions, to peer resource). Anecdotal data indicates the immersive camp’s role in confirming career choice, motivating continuous and collaborative professional development,
and encouraging commitment to the EFL community in local schools. Presenters will reflect on the overall impact and potential for replication in university programs and other professional development for young teachers.

1-PP-817-4

**Culturally-Bound Oral Communication Strategies Used by Indonesian EFL Students**

Siti Rohani

Effective oral communication skills are essential for students of English as a foreign language (EFL), especially when oral communication is considered the most important skill to master as such the case in Indonesia. With the underlying concept that communicative competence includes grammatical, discourse, sociolinguistic, and strategic competence, this study highlighted the role of strategic competence in the development of oral communication skills. Employing effective communication strategies is expected to bridge the gap between learners’ linguistic competence and learners’ communicative competence, bridging the gap between what learners intend to express and their linguistic limitation to express the message. Then, identification of oral communication strategies used by successful and less successful learners would be beneficial in assisting learners in choosing and using effective strategies.

This study was a case study aimed at identifying common oral communication strategies employed by Indonesian non-English department EFL students. Research was conducted in two cities in Indonesia with the total respondents of 200 students. Methods of data collection included interviews, focus group discussions, and questionnaires.

Results of the study confirm the previous theory that the choice and use of oral communication strategies were affected by students’ individual differences. In the case of Indonesian students, several factors were highlighted such as students’ personality, level of English proficiency, power distance between interlocutors, and interlocutors’ ethnic backgrounds. The most commonly used strategies were those belong to the category of social-affective strategies. Possible reasons for the use of these strategies included being collectivist oriented learners, showing high respect to elders, or having charismatic bond between students and teacher. Some of these reasons were identified culturally-bound.

Siti Rohani is a senior English lecturer at the State Polytechnic of Malang, Indonesia. She completed her doctorate degree in the Faculty of Education, Monash University, Australia in 2012. Her research focuses on TESOL and TEFL, especially on the teaching of oral communication and reading skills, oral communication strategies, and Business English.

1-PP-821-12

**Reading Circles: 21st Century Pedagogy**

Sivabala Naidu

This workshop will introduce you to an adapted version of reading circles and its variations,
showcasing how they can effectively be utilised to promote various kinds of literacies in the English language classroom. Participants of the workshop will be taken through reading circle simulations where they get to experience for themselves how small pieces of authentic texts such as newspaper articles can be effectively utilised to encourage pupils to think, reflect and construct meanings in collaboration with their peers which promotes all the four language skills - listening, speaking, reading and writing. Additionally, learners also develop critical and creative thinking skills through the task-based activity which is coherent with the aims of 21st Century pedagogy.

Sivabala Naidu is an Assistant Professor attached to the School of Education, University of Nottingham. He has over 30 years teaching experience teaching primary as well as secondary schools and later in teacher training institutions. He has presented and published quite extensively and his most recent publication is “An exploratory study of factors that affect the research progress of international PhD students from the Middle East’. He subscribes to the belief that language learning should be fun and engaging for it to be effective.

2-PO-8F-20

**Guessing Words in context**
Solongo Chunagsuren

Teaching English Vocabulary is an important field in language teaching. It is a necessary part of a language and needed to express meaning. To acquire reading, listening, speaking, and writing skills students have to develop their vocabulary knowledge. One of the most effective ways of vocabulary learning is guessing the meaning of words from context. To teach students meaning of the words and how they are used is useful to present them in context and students are more likely to deduce meaning from a context. Also they will see how new word works grammatically and context will help them make the words more memorable.

The ability to guess the meaning of a word without referring to a dictionary saves time and allows the students to continue reading without interruption.

To guess a meaning of word students must consider and interpret the available evidence, predict what should occur, and seek confirmation of the prediction.

Teachers often try to convince students that they do not need to resort to the dictionary for every unknown word they encounter. Using dictionary wastes time to look up every unknown word because a reader can get an approximate meaning based on contextual clues. Students often mind hard to understand the meaning of a new word without looking it up in a dictionary. In the activity teacher can keep on giving examples until the students can answer by saying the word or show their comprehension by providing further appropriate examples.

It is very easy for learners to look up words in a bilingual dictionary and restrict their understanding of a word to the first entry in the dictionary. Understanding additional meanings, collocations, and uses of the word in idioms is important for developing depth and breadth in learners’ vocabulary.

Finally we summarize vocabulary knowledge is extremely important. If students don’t understand meaning of the words they faced in a text, their comprehension of the text is likely to fail.
To increase reading efficiency guessing the meaning of words from context is significantly useful. According to our teaching experience, new words presented separately where hard to learn for students but words in context helped them understand meaning from context and students saw how new words were used grammatically in a sentence.

**Multimedia News Storytelling as Digital Literacies**

*Song Yang*

This article analyzes a student’s multimedia news storytelling project in the format of audio slideshows as required by an introductory course on digital news storytelling. Combining classroom ethnography, semi-structured interviews, content and textual analysis, the study focuses in detail on how the student designs a non-journalist-student-character-driven, audio-visual story through the theoretical lens of digital literacies and multimodality. The findings reveal the complexity of multimodal and generic design made by the journalist student. It is also found that the design process helps her to assert an authorial stance as an emergent online journalist who negotiates a heterogeneity of journalistic professional Discourses. The findings address the limits of the skill-based paradigm that dominates profession-specific digital literacy and research by proposing and operationalizing a genre-aware, semiotic-aware, critical approach informed by digital literacies.

*Yang Song* is currently a lecturer at the English Department of the College of Foreign Languages and Literatures at Fudan University. Her research interests include digital literacies, online journalism education, discourse analysis, and computer-assisted teaching and learning.

**Lexical Sensitivity in Processing Syntactic Ambiguity by Korean Learners of English**

*Soo-Ok Kweon*

This paper investigates whether Korean L2 learners of English employ the same processing strategies as native speakers of English do in terms of relative clause (RC) attachment ambiguity resolution in English. Processing strategies of L2 learners will be examined regarding temporarily ambiguous sentences in which the antecedents for the RCs are complex NPs linked by either genitive preposition of or thematic preposition with. RC attachment preferences will be contrasted in terms of these lexical-semantic factors using the questionnaire and self-paced reading tasks. Results from the off-line experiment suggest that 1) L2 learners do not use the same processing strategies as native speakers of the target language when parsing RCs preceded by complex NPs; 2) L2 learners show lexical-semantic sensitivity to linking prepositions (of vs. with) when parsing RC attachment; 3) L2 learners transfer L1 processing strategies to L2 when disambiguating RC attachment. No significant main effect or interaction effect was found in on-line task. These results are discussed with respect to the Construal Theory and its implications in L2 processing.
Soo-Ok Kweon is currently associate professor at POSTECH in Korea. She received her Ph. D degree in linguistics from the University of Hawaii at Manoa. Her primary research interests lie in examining how L2 learners differ from L1 speakers in various aspects of second language acquisition, processing and perception. She is currently working on second language morphology and syntax using eye tracking. She can be contacted via soook@postech.ac.kr.

2-PP-805-5

English Language Speaking Anxiety: a study of its Sources among ESL Learners
Sophia Tsen

Many secondary school students were suspected to be experiencing English language speaking anxiety which has prevented them from articulating their thoughts well in the language classroom. This debilitating anxiety may greatly affect students’ achievement during school-based oral assessment and hamper future educational and career prospects. The purpose of this study is to understand and discover the sources of speaking anxiety among a group of Form 4 students in a secondary school in Kota Kinabalu, Sabah. Using the mixed methods participation selection model, this study was conducted in two phases. Adopting the Foreign Language Classroom Anxiety Scale (FLCAS), 44.24% of the 217 respondents were found to experience severe to moderate levels of speaking anxiety. Through purposive sampling, ten respondents were approached to participate in two focus group interviews. The findings revealed that speaking anxiety was attributed to other first languages, low language proficiency, fear of negative peer evaluation, comparison with peers, fear of negative teacher evaluation, and teacher-generated anxiety. Recognizing and identifying the various sources of speaking anxiety may prove helpful in creating the awareness among teachers in order to adopt and adapt the right classroom pedagogy to reduce this phenomenon.

Sophia Tsen is an English language lecturer at the Teacher Education Institute, Kent Campus, Tuaran, Sabah. She obtained her M. Ed. (TESL) from the University of Sabah, Malaysia. She is interested in CALL, foreign language learning anxiety, and teacher professional development.

2-PP-810-5

The Analysis on Students’ Teaching Skill in Conducting Introductory Procedure and Closure in Teaching Practice Course
Sri Wahyuni

Learning how to apply the teaching components for the novice teachers is very important part in their course. All components must be well-mastered if they want to be good teachers. One of the important components to make the class effective is the skill of introductory procedure and closure. This skill plays an important part in the teaching learning activities. Novice teachers learn how to initiate and end the class effectively to make the class run well and to make sure that the students in class understand the lesson. Since it is very important, then it is part of the lecturers’ concern to improve the students’ skill in this component. The novice teachers’ teaching practices are video
recorded and then the talk in conducting introductory procedure and closure will be analyzed. The analysis is based on how they gain attention and arouse motivation, structure and make links and then review and evaluate. Twenty students are observed by their peers and lecturer. At the end of every session there will be reflection. In the reflection, the result of the observation on the students’ performance-in this case for the introductory procedure and closure -will be discussed in class. Through this activity, students will learn a lot from their peers and they can find out their strength and weakness point when practicing the teaching skill. The result of the analysis will help the students on the detail part of the skill in which they need to improve. It is hoped that at the end of the semester, they will improve their teaching skill.

Sri Wahyuni is teaching at English Education Department since 1997. I got my master degree in English education from Semarang University 7 years ago. Teaching listening and micro teaching course are the subjects I am teaching now. Conducting research on language skill and teaching activity are part of my interest.

1-PP-818-12

Attention, Memory and the Learning Brain
Steve Jugovic

The essence of learning is based on the connected factors of attention and memory. Depending on age, the average attention span lasts between ten and twenty minutes. For various reasons, we often encounter difficulties maintaining student’s attention and recognize the fluctuations in the student’s recall of classroom content soon after teaching. Greater understanding of cognitive processes and teaching approaches applied in the classroom can enable us to better facilitate the learning process. More recently, newly established discoveries from neuroscience and more specifically Mind, Brain and Education Science has been informing education and language teaching and subsequently provided valuable information for teachers and students.

Attention relates to three main systems; orienting, alerting and executive-function (Posner, 2007). Different types of memory circuits include; short, working, long, semantic, declarative and emotional (Tokuhama-Espinosa, 2011). In addition sleep, nutrition and movement also have a significant bearing on our student’s learning success. These interrelationships regarding the brain aim to better inform teachers for the benefit of students. The presenter aims to elaborate upon attention, memory and associated factors while participants should be able to apply this knowledge to classroom practices.

Steve Jugovic is an Associate Professor and English program coordinator and has presented at numerous conferences throughout Asia. His research interests include materials design, integrating movement in the classroom and at conferences, student motivation and Mind, Brain and Education Science. Based in Japan, he is involved with NeuroELT the application of neuroscience to English language teaching.
A Case Study of Good Language Learners in the Context of Korea
Suejeong Shin

This study aimed to explore successful EFL learners in the context of Korea, the past and present viewpoints and behavior related English learning. To achieve this aim, this study focused primarily on qualitative approach by doing a case study, slightly complemented with quantitatative data from a variety of surveys. Two specific research questions are the followings: 1) What do GLLs experience on the course of English learning from the time of starting English study until the matriculation at a university? 2) What do GLLs share with one another when it comes to English language learning experiences? To answer these questions, in-depth interviews were conducted with a total of 11 Korean learners of English who attained highly advanced English proficiency by studying English primarily in Korea and their data were transcribed and theme-coded. After the theme analysis, our interviewees carried out several surveys based on the theme results, and it is to examine whether the learner traits drawn from interviewees’ inner voices can be confirmed in the surveys measuring the relevant constructs. The analysis showed that GLLS exceeded English proficiency level required in the national College Scholastic Ability Test(CSAT) early in their middle school period, although their speaking ability was relatively lower than other skills. It was also found that their affective aspects such as growth mindset, autonomy, self-confidence, internalization of social values, and grit played important roles in their outstanding English achievement. Meanwhile, some of affective factors predicted to lead to the success of English learning were confirmed through surveys and the survey results revealed that these highly advanced English learners scored more than intermediate level students. Further implications for becoming a good language learner were provided.

Suejeong Shin is a Korean author of children’s books and shares her extensive experience with literacy development to young Korean English language learners both inside and outside of the classroom. She is currently Ph. D. student of interdisciplinary in Cognitive Science at Yonsei University. Her research concerns the application of cognitive psychology to literacy development for young English language learners.

Developing Students’ Macro Language Skills Integratedly by Interconnecting the Target Culture and Local Wisdom in TEFLIN/TEGL
Sukarno

The goal of teaching English as a foreign language in Indonesia (TEFLIN), or in a wider context –teaching English as a global language (TEGL), is that the students are able to “authentically” communicate with others using the target language in real life situations: attending lectures, having a chat via Internet, discussing TV programme, etc. When the communication takes place, the four macro language skills are integratedly employed to convey and receive messages as the contents of communications. This vividly seems that language in use must have contents because language itself merely consists of symbols and grammatical rules in the forms of patterns. In TEFLIN or TEGL,
therefore, the teachers/lecturers of English should cater the students with meaningful contents appropriate for them to develop their four macro language skills in meaningful learning atmosphere. The contents encompass the target culture and students’ local wisdom related to their real life situations. The target culture is employed as meaningful input texts for receptive skills: listening and reading. The input texts are then employed to explore and elaborate on local wisdom related to the target culture for productive skills: writing and speaking. The steps are as follows: 1) warming the students up with relevant situation to the topic, 2) presenting input texts about the target culture to discuss (listening or reading), 3) analyzing the ways of expressing ideas used in the target language –English, 4) analysing and discussing the language elements, and 5) employing the learned ways of expressing ideas in productive skills (writing and speaking) about local wisdom related to students’ real life situations in the target language.

Sukarno is a lecturer of English Education Department, Faculty of languages and Arts, Yogyakarta State University, Indonesia. He has been teaching at his alma mater since 1st January 2005. He takes more of an interest in teaching English as a foreign language in Indonesia (TEFLIN), and in a wider scale – teaching English as a global language (TEGL). He is also concerned with students’ characteristics related to cultures in his teaching. (sukarno@uny.ac.id; sukarnouny@gmail.com; and sukarno_uny@yahoo.com)

Anticipation of the Technical Supports for the Future CBI
Sumin Ma

It’s widely acknowledged that the advancement of CBI (computer-based instruction) technology and electronic communication greatly improved the efficiency of English teaching. However, Technical supports for Innovation on CBI English writing program are not sufficiently developed. Anticipation of future technical supports for English writing teaching within the CBI environment focuses on their application in automatic evaluative systems, automatically-generated writing corpus, interactive system between evaluation and revision in synchronous computer-mediated communication.

Ma Sumin (1977–--) female, born in Shijiazhuang, Heibei Province, graduated from Hebei Normal University with a literature master degree, is interested in studying English language teaching and British and American literature.

A Handbook of Rights-Based Participatory Approach for EFL Teaching
Sun Xiaorui

According to the Child Rights Convention (CRC), children are entitled to the right to participation, freedom of expression, freedom of thought, right to education, and right to leisure, play and culture. As one of the core CRC principles, participation encourages the child to be a subject
of rights and an active participant at all levels. Although the existing EFL teaching methods involve some activities in different ways, there is not a thoroughly systematic teaching approach to ensure the child’s rights to participation in class. There is also a lack of systematic instruction to guide the actual implementation of the rights-based Participatory Approach (PA) in the EFL teaching.

As participants of “Child Rights, Classroom and School Management” Advanced International Training Program sponsored by Swedish International Development Co-operation Agency and operated by Lund University, the EFL teachers and teacher trainers in China worked together to design a handbook hoping that all the teachers of English can implement the Participatory Approach (PA) aiming to protect child rights and improve awareness and ability of participation in English classrooms and to provide a practical tool for the pre-service and in-service teachers to understand and implement PA in their K-12 EFL teaching.

The overall objectives of the handbook are to raise pre-service and in-service EFL teachers’ awareness of participation in the classroom based on Child Right Convention (CRC), to facilitate such teachers to get a better understanding of CRC and CRC-based participatory approach in EFL teaching, and to demonstrate the PA lessons in a friendly and visual way.

To test the feasibility of the handbook draft, a number of experiments have been done among pre-service EFL teachers, including experimental PA teaching, handbook user feedback, self-reflection, peer review, observation feedback, mentor’s feedback, etc. Further revision needs to be discussed based on the findings.

**The Effect of English Subtitles in Listening Comprehension: Content Comprehension and Vocabulary Recognition**

Sung-Hee Lee

It is an attempt to examine the effect of English subtitled video clips on listening comprehension and vocabulary recognition. Forty-one freshman undergraduates majoring in English education at Chung-Ang University in Seoul, were selected based on an English listening proficiency test. Group A, without subtitles for 20 students, and Group B, with subtitles for 18 students were assigned for the experiment. The data of three students was excluded because they were not on time at the experiment. The listening test consisted of four short video clips (approximately 1-3 minutes) which were mainly from youtube: TED, BBC news, interview and American show- Modern Family. First, both groups watched the same clips, but Group A with subtitles and Group B without subtitles. Each group was assigned to provide test materials. After viewing each video, the participants answered the relevant multiple choice vocabulary and content comprehension questions with four options in four sections; each section comprises five vocabulary questions and five comprehension questions. The result indicated that there was no significant difference between Group A and Group B on the performance of both contents comprehension and vocabulary tests. To arrive at any meaningful difference between the three different levels of the groups, two way MANOVA was conducted. The result showed that there was significant difference on the comprehension tests, but not on the vocabulary tests between levels. Also, from the ad-hoc analysis, I found the pairwise mean differences between the high and low groups and middle and low groups were statistically
significant. It implies that English subtitles do not affect the students’ understanding on contents but their English proficiency does. However, vocabulary recognition had no meaningful difference among English proficiency levels, which could indicate vocabulary recognition is from more than just language ability itself.

**2-PO-8F-19**

**Effects of Textual Enhancement on L2 Lexical Knowledge**

Sungmook Choi

The present study investigated how textual enhancement affects acquisition of L2 lexical knowledge, with focus on multi-word units also known as collocations. Participants were Korean learners who have been learning English as a foreign language. An eye-tracking technology was utilized to address this issue. Although preliminary, textual enhancement, and the amount of attention, and collocation acquisition may be positively associated.

**Sungmook Choi**’s research interest embraces (a) cognitive and neurophysiological aspects of language perception, processing, and production, (b) second language processing and acquisition, (c) working memory, attention, and interaction of cognition and emotion. His articles appeared in Neuropsychologia, Neurobiology of Learning Memory, Journal of Neurolinguistics, Behavioral Brain Research, Perceptual and Motor Skills, Neuroscience Letters, etc.

**1-PP-812-3**

**A Study on Non-native Speaker English Teachers’ Language Awareness**

Sunhee Kwon

The goal of the present study is to examine EFL English teachers’ intercultural communicative competence (ICC) and its relation to their English language proficiency (LP). Data was collected from eighty one in-service and pre-service Korean English teachers (N=81) who participated in an one-month overseas training program in the U.S.A. The participants were asked to diagnose their own levels of ICC and LP through the questionnaires whose reliability and validity were confirmed by the factor analysis. The major findings from analyses were as follows; 1) in general, participants appeared to consider themselves possessing a high level of ICC, showing an average score of 3.99 out of 5.0 on the ICC questions, 2) participants’ willingness and readiness to engage in different cultures/speakers were found to be in a higher level than the other four factors of ICC, such as an ability to interact in intercultural situations, an ability to identify an importance of ICC, a degree of acceptance by other cultures/speakers, and a degree of contribution to mediating intercultural situations, and 3) chi-square, correlational, and regression analyses showed a significant correlation between ICC and LP of the participants. Pedagogical implications and suggestions are discussed.

**Dr. Sun-hee Kwon** is currently working as an associate professor in the English Department at Busan University of Foreign Studies in South Korea. Dr. Kwon worked as a director of English teacher training
Finding the Ideal Speech Rate for Successful Listening Test
Sunmih Park

This study examines how different speech rates affect Korean high school students’ listening comprehension to suggest appropriate speech rate for the listening items in the College Scholastic Ability Test (CSAT). The speech rates of listening items in the CSAT, which are slower than the normal speech rates of English native speakers, have been almost static for the past 20 years. Even though high school students these days are familiar with normal native speech rates, and are exposed to more authentic and various English sources than ever before, the listening items in the CSAT do not seem to reflect this trend. To investigate whether or not test takers may be able to cope with faster speech rates in the CSAT, the researchers had 241 high school students take a set of listening tests with one of three different speech rates. Also, students filled a survey questionnaire related to their perceptions of speech rates in listening tests. Results from the test and survey were analyzed and compared to students’ listening proficiency. Statistical findings show that students’ scores were not significantly affected by the varying speech rates. In contrast, students’ listening proficiency did affect their listening test scores significantly. Thus, it can be interpreted that faster speech rates in listening tests do not always negatively affect students’ test scores. According to the survey questionnaire, students would not like to see an increase in speech rates on the CSAT, even though they recognize that current speech rates are unnaturally slow. The cause of this disinclination may be due to the fact that they worry that the faster speech rates may negatively affect their CSAT scores. In this presentation, the authors will suggest implications for making better listening tests by discussing the results of the study.

Sunmih Park is an assistant professor in the College of Tourism at Baekseok University (BU), South Korea. She obtained her Ph.D in English education from Chung-Ang University and has been teaching at BU since 2015. She is interested in developing listening tests and curriculums for ESP courses.

Engaging Parents as Partners in Their Children's English Language Lessons Through Recycle Learning Tools Programme
Suriani Alland Oxley

Educators will readily agree that families must be involved in their children’s education and that home-school partnerships are vitally important. With such overwhelming agreement, why can’t we find real partnerships in every school? The reality is that educators and parents have many beliefs, attitudes, and fears about each other that hinder their coming together to promote children’s education especially in learning English Language. Recycle Learning Tools Programme is a social
innovation research that encouraged and motivated the parents to involve in their children English language lessons effectively. Parents from neither preschool, primary nor secondary schools created fun and interesting English language learning tools from mineral water bottles, cans and boxes with guidance through classes, exhibitions, seminars and meetings. Then, parents used these learning tools to teach, play and learn English language together with their children in term of listening, speaking, reading and writing skills. These hands-on innovative learning tools are varieties, colourful, fun, easy to make and using cheap and assessable materials. Responses and feedbacks from the parents through observations and pictures showed that this programme had successfully engaging parents in their children's English language lessons. This concept and idea meet the families social needs of different elements which can be from working conditions and education to community development and health.

Suriani A. Oxley is a School Improvement Specialist Coaches for English subject of primary school in Labuan Education Department. Previously, she had been teaching English subject in two different primary schools in Labuan for 13 years. She also experienced as a school inspector for English subject in Labuan and Sabah for 3 years. She had won National Innovative Teacher Award in 2009 and actively presenting her education research in conference in and out of Malaysia. Currently, she is now completing her PhD in coaching and mentoring at Asia e-University of Malaysia.

Authorial Identity in Academic Writing
Susan Holzman

Only kings, presidents, editors and people with tapeworm have the right to use the editorial “we” (Mark Twain).

After my presentation on standards in academic writing at the 2014 Asia TEFL conference in Kuching, Malaysia, four of the attendees came up to me and asked the same question: “Is it OK to use personal pronouns (I and we) in academic writing?” From my experience as a teacher of academic writing, researcher and an editor, I immediately answered in the affirmative. However, the fact that the question was asked by several people from several countries raised a red flag. It turns out that my certainty that this was acceptable was the product of my narrow world view. It seems that there are various opinions on the matter, ranging from “never” to “by all means: you must express your voice.” Harvard University’s writing center advises against the use of first person, while the highly respected Online Writing Lab (OWL) at Purdue University advocates its use. There are numerous articles on the topic (e.g., Isik Tas, E. [2008] “In this paper I will discuss….”Current trends in academic writing) and research has been done as well (e.g. Harwood, N. [2005]. “Nowhere has anyone attempted ... In this article I aim to do just that’ A corpus-based study of self-promotional I and we in academic writing across four disciplines.” Journal of Pragmatics 37, 1207-1231).

In this talk, I aim to present who says what and what the research says. With such information, academic writing instructors can make informed choices about teaching authorial identity in academic writing.
Dr Susan Holzman has taught professional writing for academics in university settings and for specialists in various workplace environments (e.g., archeologists, research scientists). She is Israel’s regional representative on the executive council of Asia TEFL and in this capacity she has attended and presented at conferences at venues from Bali to Beijing. Her recent publications include chapters in the recently published Conditions for language learning in Asia (Spolsky & Kiwan, [eds] [2014] Cambridge Scholars Press) and Secondary School English education in Asia: From policy to practice. (Spolsky & Kiwan [eds.] [2015] Routledge).

Teaching Skills in an Expanding Circle Country (A Survey on English Teachers’ Voices in the Exposure-poor Contexts)

Susilo

This is the first year study of three-year project that aims at developing models of EFL courses on teaching skills in pre-service teachers education for the context of ‘exposure-poor environment’ regions of Indonesia. In this first year study, the aim is to identify voices from high school EFL teachers’ preferences of teaching skills and their empirical-factual teaching skills they performed in the classrooms. The study is a mixed analysis on a survey and an in-depth interview to Indonesian Senior High School English teachers who have been teaching in the acquisition-poor environment contexts of Indonesian remote regions. The result has revealed that based on the teachers’ voices stated in the questionnaire, most teachers preferred to use the most up-to-date teaching methods, followed the right beliefs about English teaching, were willing and able to involve the students in classroom task, however when implementing the real teaching, the teachers were aware that they should suit their way of teaching to the real class conditions where the students’ motivation to learn English is low, their involvements in class as well as classroom task are poor, thus there are not more rooms to practice naturally as well as enough models of target language use in the classroom. Moreover, most teachers did not have any choices to be innovative because the government controlled everything in the curriculum such as ‘teachers should follow the evaluation system’, ‘teachers did not have more freedom to self-develop materials, to decide more times for students to learn the subjects’ after class’, to arrange the chairs in the classroom’, etc. In a nutshell, there is a big discrepancy between what teachers’ teaching skills obtained when they were in pre-service teacher educations and the teaching skills which they should perform in real classrooms when they teaching after they become teachers.

Susilo is an ELT professor in Mulawarman University, Indonesia. He got Ph.D in English Language Teaching from State University of Malang. In 2007, he got Fulbright Senior Research Grant in CUNY, USA. His main interest of research is EFL classroom teachings, especially in relation to cultural aspects of EFL learning.
The Effect of Co-Teaching on Improving EFL Learner's Skills
Suvd-Erdene Bat-Ulzii

College instructors have long searched for methods to enhance the learning process for their students. Co-teaching is one method by which instructors from diverse fields merge their expertise in order to facilitate student learning. Drawing on the Friend and Cook's (1993) model of co-teaching, the present study was an attempt to examine how co-teaching may affect the learning process in Professional English. To do so, a group of 43 third-grade students studying Professional English in the university were assigned to two classes receiving two different treatments in instruction in Mongolia. In one group, learners received instruction from co-teachers who were Native and Non-native speakers while in other group instruction was delivered by a single teacher who was Non-native speaker. The findings of the study revealed that there was a significant difference between the control and the experimental group in their learning skills and that experimental group outperformed the control group.

SUVD-ERDENE Bat-Ulzii is professor of the School of Technology in Darkhan-Uul, Mongolian University of Science and Technology. She has been teaching General English and Professional English since 2001 year. She has M.A degree in linguistics. She is a doctor student of Education management at Mongolian State University of Education. Her research interests include Co-teaching, Professional English Teaching, Applied Linguistics and TESOL & ELT methods. She has TESOL certification from ILI Washington D.C.

The Clue is “Not Given”: a Complex Answer to a Simple Question
Svetlana Soboleva

Due to the fact that English continues to strengthen its position as an instrument of international communication, a lot of attention is given to methods of assessment of the language proficiency. The authors of TOEFL, IELTS, and CEFR testing systems, evidently native English speakers believe the Writing module to be the gravest part of the tests, which is in fact far from being so. Indeed, when doing their Writing section testees have, though partial, freedom of choice and an illusion of initiative – they may pick out words from a variety of synonyms and opt for syntactic structures from a range of functionally similar units, whereas working at their Reading section they are virtually at the mercy of the authors. And the worst part of the Reading section is the one which offers a choice of three variants: “True” if the statement agrees with the information in the Reading passage, “False” if the statement contradicts the information, and “Not Given” if the passage has no information on the issue questioned. At first glance there is nothing easier than to answer these questions correctly because the passage is right before the testees’ eyes. However, it is this sections that appears most troublesome to Russian learners, for Russian learners often fail to see how “True” differs from “Not Given”, and “Not Given”, in its turn, gradually glides into “False”. As a recent survey shows native English speakers often find themselves at a loss, too, when doing this section of IELTS or CEFR. This
fact inevitably leads to the question: is it justified to include such tasks in an international test of English if the language proficiency is not crucial in assessing the testees’ answers.

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**Svetlana Soboleva** is Associate Professor at the Department of Linguistics and Intercultural Communication of the Far Eastern Federal University. My field of theoretical research comprises Pragmatics and Phonetics. I read lectures in Theoretical Phonetics and Linguistic Pragmatics. I also take practical classes in English Phonetics, Business English, and Speaking Practice.

Currently I am working on a course of Forensic Linguistics for senior and post graduate students and supervising graduates’ projects in this field. I am also engaged in updating a course of Practical Phonetics of English for multicultural and multilingual students groups.

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**A Study of Compensation Strategies in Speaking Activities of Semester 4 Students of the English Study Program**

Syafryadin & Salniwati

This study investigated compensation strategies which were used by competent and poor speakers to avoid communication gap in speaking activities.). The population of this study consists of 83 students. The samples were 5 students assumed as competent speakers and 5 students assumed as poor speakers of semester 4 at English Study Program in one of the universities in Kendari. This study used descriptive quantitative design by using observation sheet and questionnaire. The questionnaire developed by Oxford (1990), namely Strategy Inventory for Language Learning (SILL). This inventory strategy was designed to help learners become more aware of how they learn a language and to help teachers effectively teach students by teaching to their strategies. The data was analyzed based on three criteria; High, Medium, and Low by the key of understanding the students’ averages (Oxford, 1990, p. 291). The findings of this study were dominant strategy used by the students either competent speakers or poor speakers as their group tendencies that was selecting the topic with the same overall average score of 4.0; competent speakers mostly used selecting the topic with the overall average of 4.0, adjusting or approximating the message with the overall average of 3.6 and using mime or gesture with the overall average of 3.5; poor speakers also mostly used selecting the topic with the overall average of 4.0 and coining word of 3.5. Competent speakers much more used compensation strategies then poor speakers; however, compensation strategies are extremely useful as guidance to avoid communication gap in speaking activities.

**Syafryadin** was born in Kendari on June 18th 1988. He works as lecturer at English department in Haluoleo University. He is interested in teaching strategy, methodology, English for young learners and TEFL. He started teaching in 2007.

**Salniwati** was born in Tampo August 8th 1988. She works as lecturer at cultural science department in Haluoleo University. She was interested in teaching English and cultural studies. She started teaching in 2008.
Dialogic reading is defined as a reading activity in which adult and child have a conversation about a book; the adult and child switch roles so that the child learns to become the storyteller with the assistance of the adult who functions as an active listener and questioner (Whitehurst, 1992, Trivette and Dunst, 2007). Various instructional strategies at applied by adults (parents and/or teachers) as learning input to the children during dialogic book reading activity are believed to promote the children’s language learning. Of the many previous researches done related to dialogic reading, little is known yet about the implementation of this practice in the Asian context, in which English is mostly learned by children as a foreign language, especially in Indonesia. Therefore, this current study was done to investigate dialogic book reading implementation in the Indonesian EFL/EYL research context as well as the teacher’s and children’s responses towards the implementation. The results of the observation showed that there were potential learning contexts during the dialogic reading activities. Meanwhile, from the point of view of the teacher, implementing dialogic book reading activity was a great challenge. The procedure of dialogic reading started with the training, followed by selecting the books, and planning on how to introduce; read and close the books by applying ‘PEER’ (Prompting-Evaluating-Expanding-Repeating) and ‘CROWD’ (Completion; Recall; Open-ended; Wh-prompt; Distancing) strategies. The more familiar the teacher on particular strategies and procedures used in dialogic book reading activities, the more interactive the session of reading activities that the teacher and the children had. Furthermore, children seemed to enjoy the reading activities and they talked as well as interacted along during the reading activities.

Syamdianita is a faculty member of English Department, Mulawarman University. She gained her Bachelor degree from the English Department of Mulawarman University, Samarinda, and M. Pd Degree in ELT from State University of Malang. She participated in an online-course on “Developing EFL Literacy through Project Based Learning” managed by University of Oregon, Linguistic Department, American English Institute in 2012.

Large-scale Investigations into Vocabulary of English Textbooks at Upper Secondary Schools in Japan
Takaaki Endo

The Japanese government reviewed the number of vocabulary taught in upper secondary school and the latest revision of Course of Study has been conducted since 2009 (Ministry of Education, Culture, Sports, Science and Technology, [MEXT]). Under the present Course of Study (MEXT, 2009), English subjects were set for English Communication I, English Communication II, and English Communication III. Although over 26 types of the textbooks on each subject used in upper secondary schools approved by MEXT exist in Japan, there is no criterion of what vocabulary
to learn. Thus, it depends on which textbooks to be selected by teachers. However, few researchers conducted researches for vocabulary used in upper textbooks under the current Course of Study.

Therefore, the current study performed the large-scale examinations of vocabulary in the following 40 textbooks used in upper secondary schools: 20 English Communication I textbooks and 20 English Communication II textbooks. In addition to the size of vocabulary, the author explored the usage in a context or semantic characteristics of vocabulary in the textbooks (i.e., concordance line). The data of textbooks were computed using Wordsmith Tool 6.0 to analyze accurately and also lemmatized by using the lemma list (Someya, 1998).

From the results of the quantitative study, the author found that the textbooks included a great variety of vocabulary. The numbers of the largest types in the textbooks were also more than three times that of the smallest types respectively. From the results of checking the concordance line (qualitative study), the author discovered that the usage in a context or semantic characteristics of vocabulary used in textbooks was limited. Therefore, upper secondary school teachers should select which English textbooks match their learners discreetly and know the various aspects and semantic characteristics of vocabulary used in the textbooks, perpending their level adequately.

Takaaki Endo received a Master’s degree in the Education, Chiba University, Japan. His current research interest is vocabulary learning and its approach: vocabulary learning, learners’ motivation, vocabulary in textbooks, and learner’ corpus. He can be conducted at takaaki@icloud.com.

Enhancing Public Speaking: Adopting the Toastmasters Approach in College-Level ESL Classrooms
Takami Nieda

This workshop offers an innovative and effective classroom activity that adopts the Toastmasters approach to enhance public speaking and leadership skills among ESL students at the college level. Toastmasters is a social club for adults that was first founded in the U.S. to help members overcome their fear of public speaking by taking small steps to speak in front of other members using a club-meeting-style approach. Toastmasters Club has since spread internationally and can be found in 126 countries today. Applying the Toastmasters approach in the college classroom was first documented in Taiwan by Yu-chih (2008) who found that using this approach for an English oral-communications class improved students’ public speaking, listening skills, and self-confidence. In this workshop, attendees will be given course materials so that they can recreate the lesson in their own classrooms. During the 4-5 week unit, each student gives a total of three different speeches (prepared speech, impromptu speech, and an evaluation speech) and are voted on those speeches by classmates. All students are assigned a role in the club meeting (such as moderator, time-keeper, ah-counter, grammarian, joke of the day, ballot counter, etc.) and thus everyone is given a chance to speak (to describe their roles and provide feedback on individual speakers). Department faculty members are invited to attend as guests which increases the formality of the club meeting. Rubrics of expected outcomes for evaluating student performance will also be provided. Results of student surveys are highly positive and students appreciate how the personal contents of the speeches brought the
classmates emotionally closer. We feel that an ideal size of the classroom can range from 18 to 24, however can be adapted to smaller classrooms by taking certain components of Toastmasters to work on speaking and building confidence.

Takami Nieda received her M.A. in English from Georgetown University. She taught developmental writing, composition, research writing, Asian-American studies and multiethnic literature at Highline College in the U.S. Currently, she is assistant professor at Sophia University’s Department of English Studies, where she teaches classes in English skills, composition, American studies, and translation. In addition to teaching, Nieda has translated Japanese literature for English-language publication, including Hiroshi Yamamoto’s The Stories of Ibis, Sayuri Ueda’s The Cage of Zeus, Asa Nonami’s Body, and Banana Yoshimoto’s “Mummy.”

Reforming English Component of University Entrance Examinations in Japan
Takayuki Hara

As part of the process of globalization in Japan, learning cross-cultural understanding and conversation are needed. In addition, improving English as a lingua franca is crucial for Japanese people. In the near future, it is clear that Japanese people will increasingly be in a society in which they cooperate with and compete with multicultural, multilingual and multiethnic people. Subsequently there will be more opportunities to communicate with other peoples in English. Hence, several improvements of the new English education in Japan have been implemented. One of them is evaluating the four English skills of high school students.

The aim of this study is to investigate the possibility of utilizing existing English proficiency examinations for university entrance examinations in Japan. Firstly, we look at current English education policy in Japan and the current state of English on university entrance examinations. Secondly, we investigate the reformed English component of university entrance examinations and how the new policy of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) is reflected. Thirdly, the potential for English proficiency examinations for university entrance examinations is examined. In particular, speaking tests on English proficiency examinations are compared and analyzed. Finally, the feasibility of utilizing existing English proficiency examinations and or a new English examination by MEXT for university entrance examinations are considered.

Takayuki HARA is an associate professor in Education Center at Kagoshima University and teaches English to undergraduates there. He received a Ph.D. in Applied Linguistics from Meikai University, Japan. His research interests include language policy and planning, education policy, and English education.
Age-related Differences in L2 Motivation among Japanese EFL Learners: Multi-group Structural Equation Modeling

Takumi Aoyama

L2 motivation is one of the most important moderators in second-language learning. In the field of L2 motivation, studies concerning the age-related differences in the L2 motivation were conducted in various contexts. Kormos and Csizér (2008) analysed Hungarian EFL learners’ motivation based on Dörnyei (2009)'s L2 motivational self system. The most recent study was experimented in China by Xu and Case (2015) targeting at elementary, middle, and high schools. Previous studies in various cultural contexts revealed that the state of the L2 motivation differs depending on ages. For example, Xu and Case's study revealed that Chinese students' integrative motivation drops as their grades go up, and instrumental motivation rises as they experience language learning. They also pointed out that the age-related differences found were caused by Chinese social context. In this way, the age-related differences of L2 motivation depend very much on the social context behind language learning. In connection with this point, Kormos and Csizér emphasized the importance of reinvestigation under different contexts. Therefore, the present study focuses on the age-related differences in the Japanese context. However, majority of the previous studies only analyse the statistical differences among each subcomponents of L2 motivation and do not evaluate the theoretical model of the constructs. The present study analyses the responses from Japanese students at junior high schools, high schools, and universities to a questionnaire based on Dörnyei and Taguchi (2010). In the process of the analyses, descriptive statistics was computed at first, then multi-group structural equation modeling was done regarding the conceptual model of L2 motivation proposed in Taguchi, Magid, and Papi (2009) with several fitting indexes. The anticipated result is that the age-related differences will be discovered not only in the state of constructs among subgroups. Also, the cause-effect relationships among the constructs within each subgroups will be observed.

Takumi Aoyama received B.Ed. from Chiba University, Japan in 2015, and currently he is an MA student majoring in ELT at the Centre for Applied Linguistics, University of Warwick, UK. His research interests include L2 motivation, L2 selves, and EFL teacher motivation from Complex and Dynamic Systems perspective.

Mind Maps — a Resource Tool for Teaching Reading, Writing, Speaking and Listening

Tam Lye Suan

To move beyond “chalk and talk” in the English classroom, teachers use a variety of exercises and tools that incorporate active and collaborative learning. One such tool is the use of Mind Maps. Mind Mapping is a creative and productive enhancing technique that can improve learning. In addition, Mind mapping is fun and it makes learning easy. The aim of this interactive workshop is to showcase in a creative way the use of mind maps as an alternative way to enliven learning English.
It will showcase the effectiveness of mind mapping as a powerful resource tool in the teaching of the four skills, reading, writing, speaking, writing as well as literature. Teachers will therefore, be provided with an approach that will help make learning English not only effective but also creative and meaningful.

Tam Lye Suan provides publishing consultancy services from concept-to-print to publishing houses, universities and corporations since 2000. She has more than 31 years experience in the publishing industry and is the Director of Publishing for MELTA as well as an avid mind mapper.

Expected and Actual Washback of the CET-4: B b A Case
Study of Guangxi University for Nationalities
Tang Yucui

Washback generally refers to the influence of testing on teaching and learning. It can be positive or negative. More and more educators and test designers have realized the importance of washback effect on language teaching and learning, working on how to promote positive washback when they design a test. CET-4 stands for College English Test Band 4 in China, which is simply taken by undergraduate students of non-English majors. In 2010, there were 18 million test-takers (Jin, 2011), enabling it to become the biggest English test in China and in the world. There are sparse empirical studies on the washback effect of the reformed CET-4, especially from the perspective of comparing the actual washback effect with the intended washback effect of the test designers.

This study aims to investigate the relationship between China’s current CET-4 and college English teaching with the purpose to explore whether the actual washback effect of the CET-4 is in accordance with the intended/expected washback of the test designers. This study focuses on three aspects: 1) teachers’ understanding of the reformed CET-4; 2) teachers’ attitude towards the reformed CET-4; and 3) teachers’ teaching practices in class under the circumstance of the reformed CET-4. The first two aspects are explored by a questionnaire, whereas the third one is probed into by both questionnaire and class observation. Through investigating these three aspects, the relationship between the actual washback effect and the intended/expected washback of the test designers are studied.

Findings in this study show that the reformed CET-4 has a positive influence on college English teaching in some aspects, but the result of teaching is still far from being satisfactory. The reformed test has not brought obvious changes on teaching approaches. Furthermore, the effort to cultivate students’ communicative competence, especially speaking, is rarely observed in actual teaching practices.

Yucui Tang graduated from English Language and Literature Department of Sogang University in South Korea in Feb. 2015. Yucui Tang worked as a volunteer for LTRC 2013 in Seoul, Korea. Her areas of interests are second language acquisition, testing and evaluation, and motivation in language acquisition. She is very interested in the washback study of CET-4, and conducted an empirical case study on washback of CET-4 in 2014, and she is preparing to conducted a longitudinal study of Korean adults learning Chinese to investigate whether motivation impacts language acquisition and how it works.
Engaging Students through Peer-Assisted Learning (PAL)

Tanya McCarthy

Feedback is one of the most powerful tools teachers can use to help engage learners with class material. However, depending on class size and numbers of students being taught, it may be difficult for teachers to give high quality, detailed feedback, while at the same time maintaining a positive classroom atmosphere. Peer-assisted learning (PAL) has been proven to be an effective method of giving and receiving feedback in writing courses; however, there are still many teachers today who give feedback solely in a teacher-directed style. With fewer students, this method is satisfactory; however, with large numbers of students, an alternative approach is required to maintain the amount of feedback without sacrificing quality. This study takes place in a tertiary institution in Japan. Three hundred students, across eight different faculties, participated in the study. The 15-week course was a basic writing course, which was the prerequisite to a more advanced course in the following semester. As such, being able to get detailed feedback on writing was essential in order for students to acquire the range of skills and knowledge needed to participate effectively in the later course. A survey was given to students to determine which method of feedback was most beneficial in helping students to improve writing: teacher-feedback only or a blend of PAL with one-to-one teacher instruction in class. Results showed that 75% of students felt more engaged with the writing tasks through the PAL system, especially with regard to affective, cognitive, metacognitive and pedagogic factors. A key recommendation for teachers therefore, is to understand their role in providing a comfortable, non-threatening learning environment and to identify the best method in which students learn class material so that it can be firmly built into the basic structures of the academic institution.

Tanya McCarthy has worked as a teacher in EFL for almost 15 years and is currently an Associate Professor at Kyushu University in Japan. Her research interests include Learner Autonomy, Language Learning Advising, Out-of-class Language Learning; and Self-directed Professional Development. She is currently conducting an action research on students’ adjustment difficulties as they transition to university.

Women and English Education in Saudi Arabia: an Analysis of Ideological Perspectives and Paradigm Shits towards Modernization and Empowerment

Tariq Elyas

This paper examines the history of women’s education in Saudi Arabia as well as gender representation in English as a foreign language in EFL textbooks. The research paper starts by a review of historical events that affected the education of women from 1932 until 2015. This long period has been divided into three sections: 1) the discovery of oil; 2) women’s education: from the Kuttab to higher education; 3) the post –September 11 effects on education in Saudi Arabia; then, finally, it reviews related studies on gender representations in EFL textbooks. This paper examines
these ‘Discourses’ and looks at the ideological perspectives, paradigm and influences on the Kingdom of Saudi Arabia Education system that have shaped English education for women towards more empowerments.

Dr. Tariq Elyas is an assistant professor of Applied Linguistics and the Vice-Dean for Graduate Studies at the English Language Institute at King Abdulaziz University, Jeddah, Saudi Arabia. He obtained his PhD from the University of Adelaide, Australia. He holds an M.A. in American Literature from the United States and a graduate degree in TESOL. Dr. Elyas also has had a Chevening Fellowship from the UK where he obtained a degree in Intentional Law and Human Rights from the University of Nottingham in England. He has presented and published in a broad variety of international conferences and journals. And he is the Winner of the 2008 Bundey Prize for English Verse, Australia and won Emerald Publication Reviewer of the Year 2010. His interests are: Global English, Teacher Identity, Policy Reform, Human Rights, International Law, Language Rights, and Pedagogy.

The Impacts of Diary Writing on EFL High School Students’ Writing Fluency: a Case Study at a High School in the Mekong Delta, Vietnam
Thai Cong Dan

The current study aimed to investigate the impacts of diary writing on EFL high school students’ writing fluency (Briere, 1966). In addition, it examined participants’ attitudes towards the use of the target approach. A total of 40 tenth Grade students at a high school in a rural area in the Mekong Delta, Vietnam, participated in the study. Students’ writing fluency was measured by (1) the total words produced in specific time frame and (2) level of lexical frequency through the instruments of the pre test and post test. The comparative analysis of the test results showed that students’ writing fluency improved after the experiment (Canh, 2002). The finding indicated that diary writing enhanced students’ writing fluency. Besides, based on participants’ responses to the questionnaire, nine students were chosen for interviews in order to get insight into their attitudes towards the impacts of using diary writing in teaching and learning writing. The findings revealed that they had positive attitudes towards the target approach and they felt more interested in writing diary entries after the intervention. Pedagogical implications and recommendations for future research were presented based on the findings.

The Integration of Facebook as an ICT-Supported Tool into English Language Teaching: Teachers’ Attitudes and Teaching Practices — a Case Study in the Mekong Delta, Vietnam
Thai Cong DAN

The current paper aimed to investigate the present situation of integrating the social network site- Facebook as an Information and Communication Technology (ICT) supported tool into English language teaching (Richards, 1985), in term of teachers’ attitudes and teaching practices.
The qualitative and quantitative study was conducted in twelve weeks. The participants included fifty EFL teachers from the Mekong Delta, Vietnam. The questionnaire and interview were used as the research instruments. The questionnaire consisted of thirty positive statements about teachers’ attitudes towards Facebook (Cheung, 2011) in English language teaching and the frequency of Facebook-supported practices that teachers use in English language teaching. Then, six teachers were chosen to participate in the interview due to three criteria: gender and age. The results revealed the fairly positive attitudes of teachers towards the integration of Facebook as an ICT-supported tool in English language teaching. However, it also indicated that teachers rather sometimes use Facebook in their teaching practices. Based on the findings, some obstacles of Facebook integration into educational context were found and recommendations were made for further research to effectively integrate Facebook in educational context.

Thai Cong DAN, Dean of School of Social Sciences & Humanities (SSSH), CanTho University (CTU), Vietnam, born in 1965, is currently a lecturer of English. He has held his PhD at Naresuan University, Thailand since 2010 in Educational Administration. In 1998 he achieved his MA degree in International Peace Studies at University of Notre Dame, IN, the USA. He has been teaching English, supervising the MA theses and managing his school since 1986. His main research interests are TESOL issues, high school English learning and teaching, English program management, curriculum design, Testing and Evaluation and Professional Development. He is reached at: tcdan@ctu.edu.vn.

Development of ESP Materials for Students of Automotive Technology
Thamonwan Poramathikun

With the realization of ASEAN integration, a growing interest to prepare Thai vocational students to deal with the changing contexts of language use has shaped the content conceptualization of the language classroom. The aims of foreign language learning in Thai classroom are not only socializing or academic growth but career opportunities.

Generally, most of the commercial language materials mainly focus on the development of basic interpersonal communication skills. This can to some extent accommodate the vocational and technical students’ real-world needs and interest. To effectively prepare vocational students for a higher education as well as career opportunities, it is necessary to take the integration of language and content into account.

In the context of vocational and technical education, it is possible to find language materials in the areas of business English, English for tourism, English for hotel management and hospitality. However, English for automotive technology has not received enough attention.

The presentation is focused on three major parts: (1) a process of ESP materials development for students of Automotive Technology, (2) a close look at a sample of the developed language materials and (3) some reflections from the learners and observers.

Thamonwan Poramathikun received her Ph.D. in TEFL from University of Delhi, India. She has been teaching English to vocational and technical students for 18 years. Her research interests include critical
thinking skills, ESP and materials writing and design.
E-mail: thamonwan_ting@hotmail.com

**Oral Classroom Interaction and Students' Speaking**
Thanh Dung Do Thi

Classroom interaction has been considered a significant role in language learning, especially second/foreign language learning. Due to the contribution of in-class interaction into the development of learners’ knowledge and skills, the topic has been widely discussed by researchers of the field. However, few studies conducted in the context of Vietnam universities have provided descriptive accounts of oral interactions. This research seeks to present a deeper analysis of teacher-learner in-class interaction at university level in Vietnam context. The participants include 25 first year students and one teacher at Faculty of English Language Teaching Education, University of Languages and International Studies. Data is collected by classroom observation with audio-taping and field notes and interviews with the teacher and students. The analysis of the collected data is to identify dominating interaction types and their effects on learners’ speaking skill. The results of the current study are hoped to add to the research of interaction in terms of theory and practice - pedagogical strategies that create opportunities for learners to communicate successfully in English.

Đỗ Thị Thanh Dung - a teacher of English at University of Languages and International Studies.

**The Integration of Facebook as an ICT-Supported Tool into English Language Teaching: Teachers' Attitudes and Teaching Practices — a Case Study in the Mekong Delta, Vietnam**
Thanh Phuong Thi Duong

The current paper aimed to investigate the present situation of integrating the social network site- Facebook as an Information and Communication Technology (ICT) supported tool into English language teaching (Richards, 1985), in term of teachers’ attitudes and teaching practices. The qualitative and quantitative study was conducted in twelve weeks. The participants included fifty EFL teachers from the Mekong Delta, Vietnam. The questionnaire and interview were used as the research instruments. The questionnaire consisted of thirty positive statements about teachers’ attitudes towards Facebook (Cheung, 2011) in English language teaching and the frequency of Facebook-supported practices that teachers use in English language teaching. Then, six teachers were chosen to participate in the interview due to three criteria: gender and age. The results revealed the fairly positive attitudes of teachers towards the integration of Facebook as an ICT-supported tool in English language teaching. However, it also indicated that teachers rather sometimes use Facebook in their teaching practices. Based on the findings, some obstacles of Facebook integration into educational context were found and recommendations were made for further research to effectively integrate Facebook in educational context.
Duong Thi Thanh Phuong, Lecturer of English in the English Centers in Can Tho City, the Mekong Delta Vietnam. She got her MA in TESOL in June 2015. She takes her interests in teaching and doing research about the English language, especially about teaching English with the help of ICT. She can be reached at dttp_89@yahoo.com.

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Sources of Research Self-Efficacy Beliefs among English Language Lecturers
Thi Lan Anh Tran

Many higher education institutions in Vietnam are experiencing a period of transition from teaching-led into research-oriented institutions. In this transitional process, a particular language teacher education university has required its lecturers to be actively involved in research as part of their employment. The present study investigated factors that strengthened or impeded the development of ELT lecturers’ research self-efficacy. Research self-efficacy is defined as beliefs in one’s abilities to successfully execute research-related tasks (Bandura, 1997). This study rests firmly within the social cognitive theory which holds that a person’s research self-efficacy is constructed within the interactions of personal, environmental and behaviour factors. Drawing on in-depth semi-structured interviews conducted with 23 lecturers of English of various research experiences and career stages, the study revealed the complexities of research experiences from ELT university teachers’ perspectives. The presentation will discuss five emergent themes acting as both positive and negative influences of lecturers’ research confidence: research experiences, research training, methodological knowledge, feedback and support from more experienced researchers, and self-regulated learning. The links between research self-efficacy and methodological knowledge will be highlighted as an indicator of teachers’ preparedness to do research. I argue that these sources of research self-efficacy beliefs will inform policy makers about these lecturers’ readiness to engage in research, and that efforts to enhance of lecturers’ research self-efficacy in this context will possibly lead to increased engagement in research and improved quality of research performance. Thus the presentation concludes with some practical considerations for the designers of research training courses that aim to develop lecturers’ research self-efficacy.

Lan Anh Thi Tran is a PhD student in the School of Education, University of New South Wales, Australia. Before becoming a PhD student, she worked as a lecturer at the University of Languages and International Studies, Vietnam for 10 years. She is interested in the teaching methodologies of English as Lingua Franca, teacher professional development, and teacher identity. Her current project focuses on exploring English language teachers’ academic identities and research efficacy.
EFL Learners’ Oral Reading Fluency: the Contribution of Rate, Accuracy and Prosody to Comprehension

Thidawan Tunskul

This study investigated various measures used to assess oral reading fluency skills. The participants were 54 first-year students from the Faculty of Political Science, Chulalongkorn University. An English Oral Reading Fluency (EORF) test was created to assess EFL students’ oral reading fluency performance. Rate, accuracy and prosody were used to collect oral reading fluency data, and comprehension questions were created and used to collect comprehension scores from oral reading. Then the scores of rate, accuracy and prosody were used to investigate to what extent different oral reading fluency measures contributed to comprehension by using multiple regression analysis. The author also examined the bivariate correlations among the independent variables (rate, accuracy and prosody) and between each independent variable and the dependent variable (comprehension). It was found that there were strong positive correlations between rate and prosody and accuracy and prosody, and there was a moderate positive correlation between rate and accuracy. Moreover, there was no significant linear correlation between rate and comprehension, yet there were significant positive moderate correlations between accuracy and comprehension and prosody and comprehension. The results revealed that only accuracy made statistically significant unique contribution to comprehension. In addition, the study examined the test takers’ attitudes toward the EORF test regarding their anxiety, attitudes and opinion. The findings indicated that even though some students had experienced certain signs of anxiety from taking the EORF test, those who experienced no signs of anxiety outnumbered them. Also, the majority of the test takers had positive attitudes and opinion toward the EORF test.

Thidawan Tunskul is at present working on a Ph. D in English as an International Language at Chulalongkorn University in Thailand. She has been teaching English as a foreign language for several years and is currently working as a part-time teacher of English at Chulalongkorn University Language Institute. Her current research interests revolve around L2 reading, reading assessments, and language testing and evaluation.

Email: tcharoenpornsook@gmail.com

Risky Strategy: Lead Your Students up to the Top of Malow’s Hierarchy

Thi-Hang-Nga Nguyen

We have developed a way to motivate learners with a risky strategy entitled Top-Malow but its effectiveness can be as explosive as a bomb. It can wake up their human need at the highest levels of Malow’s hierarchy, thus raising students’ awareness and quality of learning. This strategy is expected to better first-hand experience, practical knowledge, competences and of course score of the subject. We have tested Top-Malow and succeeded in an action research.
Thi-Hang-Nga Nguyen, M.A- lecturer at University of Languages and International Studies (ULIS), Vietnam National University (VNU) in Vietnam, and teach in the areas of TEFL. Her research focuses on linguistics, ESP. The research is supported by over 17 years experience as a classroom teacher.

Publications in national journals
The impact of feedback and correction of students’s speech (2013)
Speak effetively with words (2014)
Books
English for Environmental study (2009)
Environment English: Read better (2010)

Applying the Text/Genre-based Approach to Design Activities and Samples of Materials
Thuy Nguyen

This paper aims to apply the text/genre-based approach to design activities and samples of materials to teach first-year college students who are learning English so that they will become teachers of English at Junior Secondary schools in Bacnhinh Province, Vietnam. The genre approach described how people typically use language in texts for particular purposes and audiences. The central tenet of this approach is functionality/purpose. Functional linguists stress that language is a social phenomenon and as such is shaped by the purposes to which it is put and the audiences to which it is addressed. The assumptions underlying the text/genre-based approach are (i) teaching explicitly about the structures and grammatical features of spoken and written texts, (ii) linking spoken and written texts to cultural context of their use, (iii) designing units of work which focus on developing skills in relation to whole texts, and (iv) providing students with guided practice as they develop language skills for meaningful communication through whole texts.

The text type in this paper is personal recount and the topic students will learn is holiday. The paper intends to design 23 activities and 26 attachments for two cycles (spoken language and written language) to teach the genre ‘personal recount’ with holiday topic. Each cycle consists of four stages: (i) Building the field; (ii) Modelling of text, (iii) Joint construction of text, and (iv) Independent Construction of text (Hammond, etal, 1992:17)

Nguyen Thi Thu Thuy has been working as a teacher trainer of English since 1991 at Bacnhinh Teacher Training College in Bacnhinh province, Vietnam, a trainer trainer for the English Language Teacher Training Project and a participant in Education for Sustainable Development. She finished her PhD in applied linguistics in 2015. Her recent research interests include issues related to contrastive analysis, Cognitive linguistics, language teaching methodology, and materials development and design.
The Strategies of Flipped Classroom in Chinese Foreign Language Teaching
Tian Feng

Informationization changes the way people live and think greatly, and also leads a revolution in classroom-teaching pattern — the flipped classroom! Flipped classroom is a form of blended learning in which students learn content online by watching video lectures, usually at home, then homework is done in class with teachers and students discussing and solving questions. Teacher-interaction with students is more personalized - guidance instead of lecturing. With the emergence of MOOC (massive open online courses) in 2011, flipped classroom has been extended in many schools globally and made a good influence. It not only enhances the students’ interest in learning effect, but also gives a challenge to the teachers’ present teaching model. It is said that flipping changes teachers from “sage on the stage” to “guide on the side”, allowing them to work with individuals or groups of students throughout the session. So facing the new teaching pattern, teachers need reverse their traditional patterns which give students the task of reading textbooks and work on problem sets outside school, while listening to lectures and taking tests in class. In the flipped classroom, the roles of teachers and students have been changed and the class time should have a new plan. In this paper, the strategies of flipped classroom in Chinese foreign language teaching were introduced. Based on the analysis of some typical cases, we will focus on the essence and principle of flipped classroom, describe the challenges in the implementation of the flipped classroom teaching, give some suggestions of flipped classroom teaching strategies, and provide an innovative way to reform teaching in Chinese schools.

Tian Feng (1983.03-), lecturer of Aviation University of Air Force in Changchun, Jilin Province.
Email: tianfeng320@126.com

The Use of “Especially” and Its Synonyms by Chinese and Korean EFL learners: a Corpus-based Comparative Study
Tianxue Lian

As a subcategory of English adverbs, focus(ing) adverbs (FAs) such as also, just, even, only, mainly, mostly, particularly, especially, and neither ~ nor~, function as particles to draw attention to a particular part of a sentence. Although the definition and defining criteria of FAs and even the term FA itself appear to vary in the literature (e.g. Büring & Hartmann, 2001; König 1991, 1993; Quirk et al., 1985; Taglicht, 1984), there seems to be general consensus about which items belong to this category (Sudhoff, 2010).

There is an extensive body of study on the syntactic, semantic, and information structure of FAs, particularly only, even, and also (Büring & Hartmann, 2001; Sudhoff, 2010). There, however, has been little research done on the subclass of FAs, “particularizers” in Quirk et al.’s (1985) terms. The
Chief function of particularizers is to "restrict the application of the utterance predominantly to the part focused" (Quirk et al., 1985, p. 604). Such adverbials like chiefly, especially, largely, mainly, mostly, notably, particularly, primarily, principally, specifically, at least, and in particular belong to this subclass.

The present paper focuses on particularizers, and among them, only five, especially, particularly, specially, specifically, and in particular are under scrutiny in this study. Roughly speaking, these expressions are differentiated from other particularizers and can be interchangeably used, sharing the similar meaning of “being distinctive” (Merriam-Webster, 2002). This study was motivated by the observation of a peculiar use (i.e. underuse and preference for a particular adverb over others) of these particularizers by Chinese and Korean learners, compared to native speakers of English.

The purpose of this study is to examine the use of especially and its synonyms, particularly, specially, specifically, and in particular, in Chinese and Korean EFL learners’ writing in comparison with native English speakers’ use. The research questions are twofold:

1. Are there any significant differences in the use of especially and its synonyms between Chinese and Korean EFL learners and English native speakers?
2. If there is any difference between them, can it be caused in part by the pedagogical materials (e.g. textbooks, teaching materials)?

Utilizing software programs R, WordSmith 5.0 (Scott, 2008) and Log-likelihood Calculator, this study analyzes the frequencies and collocates of especially and its synonyms in the Chinese learner corpus (CLC), the Korean learner corpus (KLC), and the Corpus of Contemporary American English (COCA). Also, English textbooks used in China and Korea are analyzed to assess the influence of EFL teaching materials on the use of those expressions by learners.

Blogging and Microblogging for Teacher Development
Timothy Hampson

Blogging and social media can allow teachers to build a professional network, create discourse, develop their ideas and help one another. They also have a (somewhat undeserved) reputation for being mysterious and difficult. This workshop focuses on the ‘whys’ and ‘hows’ of these media as a tool for professional development. It tries to demystify how these things work and encourage participants to put what they’ve learned into practice to share their ideas with the world.

The workshop consists of two parts. The first is a short talk on why these tools are helpful for teachers and how they work. The rest of the workshop will give participants the opportunity to discuss problems or trepidations they have with these media. We will also seek to develop a communal list of blogging prompts to inspire those who wish to blog after the workshop.

This presentation is suitable for teachers of any setting and of any level of technological knowledge who are interested in using social media. It assumes no level of prior technical knowledge and does not require any equipment to be brought.

Timothy Hampson teaches in a kindergarten on the outskirts of Seoul and has been blogging and using social media since 2005. He blogs about teaching on tjhampson.com, tweets at @timhampson and
The Effect of Teachers' Discipline Strategy on Learners' Willingness to Communicate in English

Ting Wu

This paper investigated the relationship between learners’ perception of their teachers' discipline strategies and their willingness to communicate (WTC) in English inside the classroom. Results from the qualitative and quantitative research indicate that learners' WTC inside the classroom was significantly related to learners’ perception of the discipline strategies employed by their teachers in the following dimension: Aggression, Involvement and Reward/Recognition.

How Important WORK / BUSINESS / PROFESSION Is!

Tohihiro Yamanishi

This presentation proves how important [Work/BUSINESS/Profession] is through learning “The Working Poor” and “Unemployment” and through messages of lyrics of songs.

This workshop has already been completed and the instructor provides learners with following three procedures, which lets students listen to two songs about working, learn about how severe working condition as full-timer has been nowadays and explain about the reality of the “Working Poor” and the rate of “Unemployment” in some developed countries.

According to pedagogical or theoretical motivation, these activities encourage students to work enthusiastically and give them motivation to work diligently while going to school, though working in full-time would be tough for them in the future.

The educational goal of this workshop is to let students realize present hard situation in working in society and also to give them bright hope that how important working would be for their lives.

Nowadays, working in full-time condition around the world has been quite hard, such as eight percent of unemployment rate in the U.S. and over 12 percent in Italy, while, we have no more than four percent in Japan.

The instructor would like students to realize the present working situation in the world and let them motivate to work hard and diligently in order to get full-time working condition near future. That is the real reason the writer would like to teach them, comparing the situation of foreign countries to Japan.

The result suggested that students felt hard to express their opinions in English and they also took quite interest in the present severe working situation in Japan through reports in English which they had submitted to the teacher. They have become greatly interested in world news on the circumstances of hard working condition, though they have hardly taken notice of global topics before.
The Relationship between L2 Motivation and L3 Motivation
Tomohito Hiromori

The purpose of this study is to investigate the relationship between L2 motivation and L3 motivation of multilingual learners. As a result of the increase of third language learners and the complexity of L3 learning, research on third language acquisition (TLA) has increased rapidly in recent years especially in European countries. Researchers suggest that other non-native language (L2) plays an important role in developing L3 skills therefore most of previous studies of TLA focused on the linguistic aspects, for example when more than two languages are learned, the closer to the target language, the stronger influence that language which has already learned will have. However, there is a lack of research on the psychological aspects in TLA especially the relationship between L2 motivation and L3 motivation and it is what this study focuses on. In this study, two groups of participants participated in a questionnaire survey. The first group consists of Japanese students who are learning a second foreign language at a large Tokyo university. The second group consists of national students who are learning Japanese as a second foreign language in Japanese language schools. The survey was conducted to investigate both the L2 motivation and L3 motivation, using Self-Determination Theory and Ideal Self theory as theoretical research frameworks. Learners’ L2 motivation was compared with their L3 motivation and learners with the similar L3 intrinsic/extrinsic motivation was examined to see if there are any similarities and differences in their L2 motivation. In addition, the correlation between intrinsic motivation and ideal self was examined to double check the results. This study discusses the main limitation as well as the future research and ends up with the pedagogical suggestion for multilingual learning.

Construction of Evaluation Criteria for Literature Textbooks and Evaluation of Three Sets of Literature Textbooks for English Majors
Tong Zhao

Literature, an artistic embodiment and a significant carrier of language and culture, is an essential part that can never be ignored in EFL teaching and learning. Although many literature learning materials on British and American literature have been published, there are no proper criteria to evaluate them. Due to their unique features, literature learning materials are distinguished from other EFL materials in design and compilation. Hence, the aim of the present study is to explore the materials evaluation on literature learning.

The study is made up of three major parts. First of all, by referring to related theories and former studies, the theoretical evaluation criteria of literature learning materials were summed up. Then, the need analysis was conducted to collect learners’ idea about literature learning and literature textbooks to complement the theoretical criteria. 126 master candidates and 247 undergraduates majoring in English who had taken or were taking British and American literature course participated in the survey. By comparing and integrating the theoretical evaluation criteria and learners’ needs, the practical evaluation criteria in the form of checklist were constructed and put into practice to
evaluate three sets of literature textbooks, which were published in recent five years and specially designed for English majors’ literature course.

The attempt made in this study to construct a systematic framework of evaluation criteria for literature textbooks considering learners’ needs tries to uncover the unsatisfactory aspects of current literature textbooks and to shed light on the evaluation of literature learning materials. Furthermore, it offers guidance to the compiling of literature textbooks to better facilitate language acquisition.

Zhao Tong is a master candidate at the School of International Studies, Zhejiang University, majoring in linguistics and applied linguistics. Her research interests include English teaching and learning, and theory and practice of textbook compiling. (E-mail: tong900601@126.com)

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Improving English Language Test Development by Test Validation at University of Languages and International Studies, VNU
Trang Doan Thi Thu

In an attempt to improve English language testing and assessment in Vietnam, extensive resources have been directed towards different stages of this process including item writing and item writer training. However, test validation, one critical step to ensure the test quality, has been hardly touched upon. The absence of in-depth studies in this area may make the current efforts meaningless. With a view to becoming one of the pioneers addressing the issue, the researchers have conducted this study in order to investigate the goodness of achievement tests currently used in University of Languages and International Studies (ULIS), a leading institution in language education in Vietnam. In this paper, Item response theory, a radical approach in test validation, is utilized and the data is analysed with CONQUEST, a software package used for statistical analysis. The findings suggest problematic reliability and discrimination indices. To be specific, while there is low consistency of test results, most items fail to distinguish high-level students from their low-level counterparts. These results may indicate not only incompetence of test developers but also inefficient test design procedure in ULIS. The study, therefore, lays some foundation for the future improvement of English language assessment at ULIS in particular and in Vietnam in general.

Doan Thi Thu Trang is a lecturer at University of Languages and International Studies - Vietnam National University. The author has 7 years of experience in teaching English language courses, Critical Thinking, Language and Media while participating in a number of national training and assessment projects. Trang Doan obtained a M.A. in TESOL from The University of Melbourne, and Phuc Le received a M.A. in Education from The University of Adelaide, Australia.
Post - method Pedagogy in Vietnam ELT Context
Trang Nguyen

There have always been attempts to solve problems in the field of English Language Teaching (ELT). The appearance of a new concept named post-method pedagogy has received a wave of attention due to the dissatisfaction with the conventional approaches and methods emerged in the second/foreign language teaching over the last century. This paper, in the hope of shedding a light on utilizing the concept of post-method pedagogy for ELT in Vietnam has three principal objectives. First, it presents a critical review of the history and the place of conventional teaching methods in ELT. Then it highlights the appropriacy and adequacy of the concept of post-method pedagogy with its three principles of particularity, possibility and practicality in meeting the high demands of the language learners in this ‘brand new world’. Lastly, the context of ELT practices in Vietnam is analyzed to determine which of these features are adaptable and adjustable for the ELT practices in the country and prospective ELT teachers.

Nguyen Thi Huyen Trang, Ph.D student, lecturer of Faculty of English from Hanoi University of Languages and International Studies, Vietnam National University. She teaches Translation Practice and four sub-skills of English Practice. Her research interests pertain to Methodology in TESOL and Linguistic.

EFL Students and Creative Multimedia Production: a Case Study of Video Making on English Vocabulary to Enhance Students’ Vocabulary Achievement and Learning Motivation
Tryanti Abdulrahman

Integrating technology in English language classroom has changed the way teachers teach and how students learn. The traditional vocabulary instruction of copying definitions, drawing pictures and writing example sentences certainly has its place. Yet, it is time to start looking for updated, digital ways to increase students’ lexicons as well as their excitement about expanding their vocabulary. This study followed a case study methodology to describe how this project gave students an opportunity to enrich students’ English vocabulary through a creative video production experience and their opinion relate to their experiences. 25 undergraduate students who were learning English as a foreign language in Vocabulary building course were participated in this study. Major data sources were project interview transcripts and video production. Additional data were collected from classroom observations, students’ discussion and document analyses.

Data analysis showed that students responded differently to their video production assignments so they produce different kind of creative videos with the help of camcorder and computer application. Findings suggested those students’ attitudes differences might be related to their background knowledge, media literacy, amount of time and effort they invested in completing their video production assignments. Students in this study reported expressed positive attitude and opinion on their video production experiences and they have spent considerable time and effort on it. This study has proved that video production can be a powerful vehicle for enriching students’
English vocabulary and it can be an effective and powerful tool to create fun, interactive, and collaborative learning environments.

Tryanti Abdulrahman is a lecturer at As Syafi’iyah Islamic University. She received her master degree in Multicultural Education in foreign language teaching from The Ohio State University. Her recent publication is English for University Students (ideas publishing, 2013). Her research interests include EFL teaching and learning method, culture and language and the use of technology in EFL teaching. Her recent research are the influence of thematic simulation method on students speaking ability, Multicultural education perspective in foreign language teaching, and second language acquisition over life span.

Some Effective Ways to Create a Positive Classroom Environment
Tsengel Dorjkhand

First of all we believe that creating a positive classroom environment is a crucial part of education. A successful management of the classroom is just as important as the content of the lesson. Therefore every teacher, regardless of the students’ differences in potential and interests and regardless of the teacher’s pedagogical experience, should be concerned not only about what to teach but also how to manage the classroom well. From this point it is obvious that classroom management (CM) is a main issue which every teacher faces and which should be addressed and studied.

Our poster presentation is aimed to suggest interesting and effective ways to create a positive classroom environment to teachers and convey the importance of classroom management in maintaining a successful and effective teaching method. CM requires a mixture of certain skills, techniques, knowledge and practice from teachers; therefore, the goal of our poster presentation is to propose basic approaches and procedures of classroom management to instructors.

In our poster we focus on four parts concerning classroom management. First, we formulate a definition of CM and determine the benefits and positive influences of a well-managed classroom environment. Secondly, we describe some general principles of CM such as instructor’s behavior, dress code, attitude toward the students, use of appropriate and effective materials and resources and other various strategies. We also give a suggestion of seating arrangements (with pictures) and ways of monitoring and evaluating students. Thirdly, in order to accurately convey our ideas and suggestions we included illustrative examples in our poster. And lastly we evaluate our ideas and suggestions.

As teacher effectiveness became the renewed focus of many countries in the early 21st century every aspect of teaching methods including classroom management has become critical. That’s why we seek to contribute to the current knowledge by sharing our own ideas and experiences that we have gathered in a developing country like Mongolia. By doing so we hope to exchange and expand our knowledge and develop better approaches of improving educational methods not only in our field but in our community in general. After all, “Teachers’ effectiveness results in better achievements for students”, i.e. training effective and creative teachers is the root of a well-educated society.
Tsengel Dorjkhand
- graduated from the Khan-Khokhii Institute of Mongolia in 2005 as a foreign language teacher;
- has been working as a lecturer since 2009 and as an English lecturer of the School of Language Education at the Mongolian University of Science and Technology;
- defended her Master’s degree in contrastive linguistics of Mongolian and English in 2008;
- concentrates her research on contrastive linguistics, translation, methodology and teaching English for Special Purposes.
- authored books and publications on the following topics:
  “Teaching Aids in English Classroom” poster presentation, 7th TEFL and 3rd TESOL conference (2013),
  “Freshmen Students English Language Level”, Theoretical publication of School of Computer Management, MUST (2012)
  “Correlation between Secondary and Tertiary Level of English language Teaching” Theoretical publication of NUM (2012),
- is interested in collecting marks, singing (takes courses of Mongolian traditional long song) and cooking.

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Phonological Changes in Cantonese-English Code-mixing for ESL Learners in Hong Kong
Tzi Dong Jeremy Ng

The purpose of this study was two-fold. First, this study identified how ESL learners make phonological changes of English words in a code-mixing context and investigated whether learners of various proficiency levels produce these words differently. Second, it examined ESL learners’ attitudes towards Cantonese-accented English and code-mixing in the classroom context and explored the relationship between English proficiency and the use of code-mixing. Two groups of learners were recruited to participate in the research, where each represented the high-proficiency (HP) and mid-proficiency (MP) samples of participants, according to their results in English public exams. A specially designed code-mixed script, an English translated version and a list of isolated English words served as the tasks for collecting phonological data, where any phonological variations of the same collection of words across the three tasks were recorded and analyzed. A questionnaire survey was then used to examine participants’ opinions on code-mixing and its effects on pronunciation learning. The results showed that HP and MP learners pronounced numerous words similarly in a Cantonese-accented manner; however, MP learners were less likely to switch back to the correct pronunciation when the context of code-mixing was changed to pure English or when given a list of isolated English words. For instance, HP participants tended to replace the /l/ with /l/ only in the context of code-mixing but not in pure English and isolated words, whereas MP participants were observed with this consonant substitution across the three contexts. The survey results found that MP learners tended to be slightly more positive towards Cantonese-accented English and the use of a mixed code in English as a medium of instruction (EMI) classrooms. Nonetheless, the use of code-mixing was less preferred in English lessons for learners of both groups. Both groups considered Cantonese-accented English as a symbol of identity as Hongkongers.
Ng Tzi Dong Jeremy graduated with his Bachelor of Arts degree in Language Studies (English Major) at the Hong Kong Institute of Education. As a native speaker of Cantonese, his main research interests include inter-language phonology and Chinese-English contrastive grammar. During his undergraduate study at HKIEd, he worked as a student research assistant for Dr. Chen Hsueh Chu Rebecca, Assistant Professor in the Department of Linguistics and Modern Language Studies. He is going to pursue the Master of Arts degree in Linguistics at the University of Hong Kong while serving as Research Assistant at the Faculty of Education in HKU.

Examining the Reliability of Self- and Peer Assessments of In-class Presentations Delivered by Asian University Students
Vahid Aryadoust

This study investigated the reliability of self- and peer assessments of in-class oral presentations delivered by Asian students in Singapore and China. The study uses two separate data sets and two instruments to draw conclusions regarding the psychometric validity and reliability of the assessments. The first data set is from 40 Singaporean students who received training for delivering oral presentations and the second data set is from 80 Chinese students who were similarly trained to present their English term projects. I used two versions of a tertiary-level English oral presentation scale comprising verbal communication, non-verbal communication, and content and organization measured by 18 items for Singaporean students and 10 items for Chinese students. Each Singaporean student presented his or her talk on one of the five compulsory books for the module and was rated by the tutor, peers, and himself/herself. The presentations were video-recorded and a copy of the videos alongside teacher’s diagnostic feedback was shared with each student presenter. The Chinese students presented their talks in groups of four to five and were rated by their peers. Several rounds of many-facet Rasch measurement and analysis of variance were performed to explore the data sets separately. The results show that Singaporean student raters, tutor, items, and rating scales achieved high psychometric quality, though a small fraction of the marks were biased. Self-, peer, and tutor assessments also had low to medium correlations on the subscales and a significant difference was found between the assessments. The Chinese data is still under investigation and a similar approach has been taken to examine the psychometric quality of the assessments. Implications of the two studies for in-class assessments in Asian contexts are discussed.

Vahid Aryadoust received his PhD in applied linguistics from the National Institute of Education of Nanyang Technological University (Singapore) in 2012. He is currently working as Lecturer at the Centre for English Language Communication (CELC) of the National University of Singapore. He teaches academic writing and oral communication skills to science students and serves as the co-chair of the assessment committee at CELC. His research focuses on the application of item response theory, structural equation modelling, and latent class models in pedagogy and assessment. He has been a frequent presenter in international conferences and has actively published papers in educational assessment journals including Language Testing, Language Assessment Quarterly, Assessing Writing, International Journal of Testing, Educational Psychology, Computer Assisted Language Learning, Educational Assessment, etc. He is the
guest editor of two special issues for The International Journal of Listening and Educational Psychology. He was also awarded Spaan Research Grants in 2009 and 2013, together with Prof Christine Goh, by Cambridge Michigan Language Assessments. He provided consultation on validity and reliability in language assessments to several assessment organizations across the world. His research interests include latent trait/class modeling, data mining, and chaos and complexity.

So Let's Have an In-depth Analysis with “So”
Vanessa Amor Aldaca

“So, what I'm saying is…”

So is a coordinating conjunction used to connect words, phrases and clauses. Nowadays, so is widely used in speeches, reports, discussions, interviews and others. Thus, it is not only used to connect ideas but also as a starter of a sentence. According to Shah (2004), so occurs in different positions and contexts and the context gives it meaning and flavor.

So is a two-lettered word frequently used by both the learners and the teachers especially during class interactions which usually results to ambiguity. Hence, this study aims to uncover the reasons for its use, its different functions in the classroom setting and the factors that affect its use through classroom observation, recordings and interview.

The Trouble with Speaking
Veronica Moermond

What is the reasoning behind learning a second language? Well, to use it, of course. Now imagine this: An English learner meets a native English speaker on the street. The learner then fumbles around, digging out a pen and paper to communicate. Seems silly, right? But this is close to becoming a truth. The skills the learner were taught lie in reading and writing, but not speaking. They're not confident in their own abilities; therefore, the point of learning English to communicate has been lost in this scenario.

Knowing how to read and write a language is only utilizing half of the language skill set. For too long, the complaint has been that students go through year after year of English education, but are still unable to communicate in English. They are able to pass an exam that focuses on reading and writing, but when confronted with a scenario in which they are asked to speak in English, the students are unable to perform. This is not the fault of the students; the students have been failed by the system. The only speaking they have been exposed to in their classrooms may have consisted of choral response, repetition drills, or basic memorization of dialogues. How are students supposed to know how to hold a conversation in English from this limited speaking exposure? It's simple: they can't.

The goal of learning English should not stop at teaching reading and writing skills. The world requires that communicating in English also be spoken expression, especially when it comes to
Veronica Moermond has a Master’s in Education from the University of Cincinnati and a Master’s in English from Northern Kentucky University. While in the United States, she gained experience teaching on both secondary and post-secondary levels before joining the Peace Corps in 2013. As part of this program, Veronica acted as a Teacher Trainer TEFL Volunteer at a public complex school in Baganuur, Mongolia. As a Teacher Trainer, Veronica worked with Mongolian English teachers on: strengthening their personal English skills, enhancing their knowledge of teaching methodologies, co-teaching classes, and assisting in their professional development. Veronica also led various English clubs and mentored fellow English teachers. After Peace Corps, she was hired by the American University of Mongolia in Ulaanbaatar where she will be helping launch their new Academic Bridge Program partnered with the University of Alaska Fairbanks.

Preforming Arts Students Can Write! : Using SFL to Analyse Thai Students’ English Written Tasks

Waewalee Waewchimplee

This study aimed at analysing the results of tasks in designing to improve the writing skill of the second year undergraduate students of Preforming Arts Program, Nakhon Ratchasima Rajabhat University, Thailand. The tasked was also designed to help teachers develop their giving feedback more effectively, through the use of Systemic functional linguistics (SFL). It increases the willingness and develops students’ English writing and reading skills while they had enrolled in the course of Communicative English for Preforming Arts. Students write in explaining their dances which are designed to fit their needs, also it can help the teacher to create the tasks suitably. SFL was used to compare for finding out how well students’ English writing skills were achieved and how it should be improved.

Waewalee Waewchimplee received her undergraduate in Education at Nakhon Ratchasima Rajabhat Institute and also postgraduated degrees in TESOL and English Education from the University of Wollongong. Her research interests focus on TBL, ESP and SFL. She is now an Assistant Dean of the Graduate school, Nakhon Ratchasima Rajabhat University, Thailand and an active member and a president in the Suranaree Symphony high school Alumni.
**Teacher Emotions and Professional Development: a Case Study of a Preservice EFL Teacher in Hong Kong**

Wai Nga Gloria Chan

The present study discusses on the role of emotions in the professional and identity development of a non-native speaker (NNS) preservice English as a foreign language (EFL) teacher in Hong Kong. Using a mixed-method longitudinal case study design, qualitative and quantitative data (e.g., survey questionnaires, in-depth and semi-structured individual interviews, teaching portfolios, reflective journals, and field notes) were collected at five strategic phases. Data were analyzed and triangulated with a focus on the participant’s professional and identity development during the one-year full-time Postgraduate Diploma in (Secondary) Education (PGDE) program.

The influence of emotions on teacher commitment, and professional and identity development has been well documented in the field (Christesen & Turner, 2014; Darby, 2008; Jo, 2014; O'Connor, 2008; Pillen, Beijaard & Brok, 2013). Echoing previous research, findings of the present study illustrated how emotions shaped the participant's learning and teaching experiences in the program, as well as the rich and complex nature of professional identity construction. Among many other sociocultural factors, emotions were found to significantly impact on the participant's goal setting, commitment, instructional decisions and performances, and professional and identity development. Suggestions on how teacher training programs, teacher educators and practitioners may help preservice teachers cope with their emotional needs and challenges during different stages of their training are also made.

Gloria W. N. Chan teaches at Hong Kong Shue Yan University. She obtained her BA in English, MPhil in Applied English Linguistics, MSSc in Applied Social Research, and PhD in Applied English Linguistics from The Chinese University of Hong Kong. Her research interests include language teacher education, second language teaching and learning, and identity development in professional settings.

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**Meta-level Intervention in Case-based Teaching Method Implemented in ESP Course Helps Foster Learner Autonomy**

Wan Safuraa Wan Osman

This paper discusses the fundamental principles involved in case-based teaching method applied in an ESP course; the implementation of meta-level intervention (meta-discourse) for developing technical writing skills and fostering learner autonomy among students at the university level. Most students were reluctant and were not interested in taking supplementary but compulsory English language courses. However, through the implementation of meta-level approach in case-based teaching, improvement has been observed to be evident in the student's performance and motivation in learning. Detailed findings and implications shall be elaborated further throughout the remainder of this paper.
Wan Safuraa Wan Osman is a lecturer at the Centre for International Languages (CIL), University of Malaysia Perlis. Her Bachelor degree as well as Master Degree is in education, specifically TESL (Teaching of English as a Second Language) and both were completed at the National University of Malaysia. Her research interests include learner and teacher autonomy, educational psychology, psycholinguistic, gifted education and teaching methodology.

A Tentative Study on The Application of Intentional Peer Questioning in International Communicative English Course

Wang Beilei

Learning environments facilitating peer interaction potentially support learners to share different perspectives on a problem, justify their perspectives, and arrive at a common perspective through negotiation (Harasim, 1990; Scardamalia & Bereiter, 1996b). Among many forms of peer interaction, verbal interactions are regarded as the most effective form of peer interaction for knowledge construction (Palincsar, 1986; Palincsar & Brown, 1989; Webb, 1989). This study investigates how intentional peer questioning helps stimulate critical thinking and high-level discussions in an “International Communicative English” class. An empirical research was conducted among 300 randomly selected students in a famous university in Shanghai.

The findings reveal that after the application of intentional peer questioning strategy, students demonstrated lecture comprehension superior to students who used other comprehension strategies, such as group discussion or independent review. Intentional questions based on the lecture forces students to identify the relevant ideas, elaborate on them, and think about how those ideas relate to each other and to their own prior knowledge. Responding to peer questions also helps students to gain more flexibility and tolerance while facing unexpected and different perspectives. What’s more, reciprocal peer-questioning enables all the students in a class actively participating in language learning process.

WANG Beilei is an associate professor in School of Foreign Languages, Tongji University, Shanghai. Her research interests are formative assessment, learner autonomy and ESP.

Email address: wangbeilei@tongji.edu.cn

Promoting Critical Thinking via Peer Questioning

Wang Beilei

This study is to investigate whether learners’ critical thinking can be enhanced by peer questioning. In the 4-month study, the learners were encouraged to pose questions based on oral presentations after receiving certain scaffolding. Individual learners’ question quantity and quality were measured based on the audios, learners’ reflective journals and teachers’ field notes. Learners’ critical thinking abilities were measured by CCTST and CCTDI. The findings reveal correlation
between question quality and critical thinking, and divided opinions about question quality between question askers and respondents with regard to certain types of questions. The researchers continue to explore reasons for such consistency or inconsistency and provide suggestions on how to better scaffold peer questioning for future studies.

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Promoting Critical Thinking via Peer Questioning
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WANG Jie is an associate professor in School of Foreign Languages, Tongji University, Shanghai. Her research interests are course design, peer interaction. Email address: jennywang88@126.com

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demonstrated lecture comprehension superior to students who used other comprehension strategies, such as group discussion or independent review. Intentional questions based on the lecture forces students to identify the relevant ideas, elaborate on them, and think about how those ideas relate to each other and to their own prior knowledge. Responding to peer questions also helps students to gain more flexibility and tolerance while facing unexpected and different perspectives. What's more, reciprocal peer-questioning enables all the students in a class actively participating in language learning process.

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Enlightenment of Chunk Use in English Writings by Students with Different L1 Backgrounds on English Writing Instruction
Wang Junju

The relationship between chunk use and English writing proficiency has been studied by some researchers in China. But few studies have been concerned with the relationship between chunk use by students with different L1 backgrounds and writing proficiency levels. The present study tries to explore the correlation between the number of chunks and categories of chunks used by the students with Arabic, Spanish, Chinese and English language backgrounds in their English writings and writing proficiency.

The tools used are Wordsmith 5.0, the Anno Tool developed by China's National Research Center for Foreign Language Education, and Statistical Package for the Social Sciences. A new classification scheme of chunks is presented. The correlation between the number of chunks, categories of chunks and the high, intermediate, and low proficiency levels are investigated. Significant differences in the use of chunks at different proficiency levels are investigated based on One-way ANOVA analysis.

The results show that writing proficiency influences the number of chunks used by all language groups. Higher proficiency students use more chunks than the lower proficiency students. The influence of writing proficiency on chunk use at low proficiency level is stronger than that at high proficiency level. The influence of writing proficiency on chunk use of the non-English groups is stronger than that of the English group. Chunks are an important indicator of students' writing proficiency. Significant differences occur in the use of chunks between intermediate proficiency level and low proficiency level students for all language groups.
The Action Research on the Application of CBI to English Oral Presentation
Wang Minling

Content-based Instruction has been widely adopted in English teaching. This paper reports the action research on the application of CBI to English oral presentation at an art university. We adopted qualitative study as the main approach to get information by means of interview, observation and students’ and teachers’ record. The study is conducted through one academic year. Through three phases of practice, adjustment and improvement, we found that students participating actively in the content-linked oral presentation not only achieved better grades in the final exam, but also performed better in National English Competition for College Students. In addition, it promoted the students’ courage and interest in speaking English and fostered their spirit of teamwork.

Investigating the Advanced EFL Learners’ Rhetorical and Linguistic Competence in Written Production: Implications for ELT at the Postgraduate Level in China
Wang Wenyu

Internationalization is a top goal most Chinese institutions of higher learning—especially research universities—have been striving for since the beginning of the 21st century (Jin, Shen & Zhao, 2010). To fulfill this goal, one measure individual universities as well as the national educational authority are taking is to provide students with opportunities to conduct study tour and/or research work overseas, so as to encourage them to reach out to the international academic community (He, Hu & Jia, 2012). Thus, a good command of a foreign language (mostly English) has become a prerequisite for students who intend to study and/or do research at universities outside China. Chinese students nowadays, compared to their counterparts in the last century, are far more likely to use the foreign language they have learned for real communicative purposes. This, in turn, calls for a more effective and efficient English teaching system that can better meet the students’ needs in the new century.

Wenyu Wang graduated from Nanjing University, China, with a PhD in Applied Linguistics (2000). She is currently Associate Professor of English in the Department of Applied Foreign Languages at Nanjing University. Her research interests include second language acquisition, oral interpreting studies, etc.

New Models on Higher Vocational English Teaching Reform: a Constructivist Perspective
Wang Yanping

Based on the higher vocational education reform and development, esp. the variation of freshmen, the major issue of this study is to probe into new models on higher vocational English teaching reform from a constructivist perspective based on CALL. The article is expected to find out the concrete means and methods of the new models on higher vocational English teaching reform by
applying quantitative statistical analysis of data through teaching in accordance with the students’ different basis and aptitude. The study will also cultivate their abilities of individualized self-learning and cooperative study to arouse their interest in learning English.

Wang Yanping was born in July 1964 and now works as a professor of applied linguistics in the Department of Foreign Language Teaching, Liaoning Economic Management Cadre Institute. Professor Wang has been working in college since 2001 and has taught a variety of subjects to English majors, such as Secretary English, College English Integrated Course, Advanced English and New Practical English and so on. Her research interest includes applied linguistics. The major teaching materials and works written and translated are Secretary English, Travel English and Duty with Illustrations of Courage, Patience and Endurance and so on.

On the Cultivation of English Majors’ Critical Thinking Skills Guided by Delphi’s Two Dimensional Model — An Instructional Design of Pre-class Activities in Integrated English Course

Wang Zhuojun

Recently, Cultivation of English majors’ critical thinking skills, one of the teaching focuses, has become a significant means to improve Chinese students’ English competence. The domestic practice of fostering English majors’ critical thinking skills in classroom teaching is mainly undertaken in specialized courses, such as “Speaking”, “Public Speaking and Debating” and “Writing” etc.; however, few related researches have been done in “Integrated English Course”, which is one of the major required courses aiming at comprehensively enhancing students’ English competence. Therefore, it is imperative to make some practice, integrating critical thinking skills cultivation into Integrated English teaching and learning. Based on Delphi’s Two Dimensional Model, this thesis summarizes years’ teaching experiences, analyzes characteristics of the post-90s students, and then designs a systematic pre-class activity pattern, taking four basic teaching procedures: task design, organization, presentation, and evaluation into full consideration. The present pattern consists of impromptu speech, news reports and case study which take up about 1/5 of the total teaching hours, aiming to improve students’ critical thinking skills on interpretation, analysis, evaluation, inference, explanation and self-evaluation in terms of cognitive and dispositional dimensions. As the major part of the pattern, the case study activity innovatively seeks references from civil service exams and top 500 corporations’ job interviews, effectively combining in-class teaching and out-class utilization. This pattern fully weighs factors of individual decisiveness and teamwork, preparation and improvisation, therefore, comprehensively boosts students’ critical thinking capabilities. It also enhances students’ abilities on autonomous learning, cooperative learning and social sophistication, which successfully achieves teaching objectives and meets the requirement of applied inter-disciplinary talents cultivation.

Wang Zhuojun, teacher at FLD of Beijing Sport University, graduated as a master in the field of Linguistics from Beijing Forestry University in 2008. The major courses she has taught include Integrated English, Writing, Sport English, etc. Her research interests and experiences are mainly in the field of ESP, writing, and teacher education.
Promoting EFL Learners' Engagement in a CLIL Classroom in Thailand
Wannaprapha Suksawas

Studies on Content and Language Integrated Learning (CLIL) originated in European countries have been substantially studied widely all over the world for the last decade (e.g. Apsel, 2012; Coyle, Hood & Marsh, 2010; Graddol, 2006). These studies have predominately focused on the target language learning development of learners or comparisons between CLIL and other learning approaches. Subsequent studies have highlighted the need to focus on how language as a social semiotic and academic content are best learnt in integration (Coffin & Donohue, 2014; Llinares, Morton, & Whittaker, 2012; Morton, 2010). This paper reports on how content knowledge, language use and language development can be promoted through engaging students in socially-supported activities (field building activities) in the Teaching and Learning cycle (Martin & Rose, 2008). Data were obtained from classroom interactions, observations and interviews. This study sets out in detail the theory of language – Systemic Functional Linguistics- informing the analytical framework basing on the Genre, Register, and Transivity (Halliday & Hasan, 1985). The teacher and students’ discursive and embodied participations in the classroom tasks display the importance of social mediation on the promotion of learners’ “subject literacy” (Llinares et al., 2012, p. 14), purposeful language use and the target language development through “mode continuum” (Derewianka & Jones, 2014, p. 125). Based on the analyses and discussions, several suggestions are presented on how to integrate aspects of content (discipline-specific knowledge) and language to benefit EFL students’ learning of discipline-specific knowledge in the target language.

Wannaprapha Suksawas is a current lecturer at Naresuan University, Faculty of Humanities, Department of English. She has a degree in English, a master’s degree in English for Careers (ESP program) from Thammasat University, Thailand, and her EdD in TESOL. Her thesis dealt with Systemic Functional Linguistics and Sociocultural Theory. In addition, she has been taking part in various courses and post-graduate lectures about English for young learners and linguistics for graduates. Her research areas are SLA, task-based learning, SFL, and ESP.

Taking Future Directions from Past: a Case Study of English Language Policy of Pakistan
Wasima Shehzad

Pakistan is a multilingual country with more than seventy known languages that has always been facing a competitive niche of linguistics. This competition since the creation of Pakistan-1947 has witnessed several language policing attempts in the socio-political arena of the country. Unfortunately, these attempts, as result of demagogy, have always been manifested with political agendas, which caused volatility of socio-political situations in Pakistan. The country has evidenced antagonisms of languages such as English-Urdu, Urdu-Sindhi, Urdu-Pashto, Urdu-Balcohi, and Pakhto-Hindko for last sixty-eight years. The rulers, since 1947, have shown different attitudes towards the languages of Pakistan especially towards English, Urdu and some regional languages.
The current descriptive study addresses these socio-political fluctuations that affect language policy making in the country. The current study shows that the English language established, created, and occupied its space, as one of the Pakistani language in the highly volatile linguistic territory of Pakistan and, over the years, the world has seen that the English language along with Urdu has won acceptance across the county. Recent trends witness that Urdu has become (spoken) lingua franca and English language, in spite of its de facto status, has attained the status of (written) lingua franca in the official domains in Pakistan. This socio-political linguistic behavior demands initiating language-planning processes and engaging linguists in these processes. Establishing an institute at governmental level for planning and policing Pakistani languages would be helpful in dealing with the linguistic issues of the country effectively.

Dr Wasima Shehzad has a rich academic background of studying in UK and USA both. She was a Fulbright scholar at the University of Michigan, USA and became the first Corpus Linguist of Pakistan. Having diversified educational and cross–cultural experiences around the world she has immensely contributed to the academic community in curriculum development, textbook designing, and teaching education. She is the recipient of Star Laureate, Best Researcher (YUC Saudi) and Editor’s Choice awards. Dr. Shehzad is on the Faculty Board of Studies of a number of Universities and is Master Trainer of Higher Education Commission. She has published Research papers in National and International Journals and has travelled widely for academic and professional engagements from North America to South Korea. Her books have been published in Pakistan, India, and China. Her interests include Communication, Genre and Discourse Studies, Corpus Linguistics, Sociolinguistics, Language Planning and Policy and Higher Education. Presently, Prof Dr Wasima Shehzad is Dean Faculty of Social Sciences at Air University, Islamabad.

Exploring Similarities in Teaching Philosophies among English Language Teachers in Malaysia and the Philippines

Wei Keong Too

What does it mean to be an English language teacher? How does an understanding of teaching philosophy relevant to understanding teacher behavior? Teaching philosophies are documents in which teachers express their beliefs and approaches in teaching. The documents provide information on teachers’ behaviors in the classroom and reasons for them to do so (see Bookfields, 1990 & Peters, 2009). The purpose of this exploratory study is to compare English language teachers’ identities through an analysis of their teaching philosophies. In particular, it aims to answer what kind of teacher identity is revealed in the teachers’ philosophy and how the teaching philosophy influences the language teachers’ teaching practices. The data of this study came from five English language teachers each from Malaysia and the Philippines who volunteered to participate in the study. The findings indicated that all teachers in this study assumed multiples identities in the classroom and these roles changed depending on their students. Their teaching philosophies influenced several aspects, namely, interaction with students, teaching environment, school culture, teaching approaches, and views on English language. This presentation will end with raising discussion points.
on implications of incorporating teaching philosophy in teacher development and directions for future research.

Wei Keong Too is an Assistant Professor in TESOL and Director of the Undergraduate Programmes in the School of Education, University of Nottingham Malaysia Campus. His research interests are reflective practice, teacher development and teaching literature in English.

Pragmatic Development in Study Abroad and at Home Contexts
Wei Ren

This study describes a longitudinal investigation into the development of Chinese speakers’ pragmatic production of refusals in their L2 English. Using Multimedia Elicitation Tasks (MET), the study aims at exploring the effect of study abroad on their L2 English pragmatic development of Chinese L1 speakers over an academic year during their study abroad experience. Data were collected three times from 20 Chinese SA graduate students studying abroad (SA) in a British University and 20 Chinese graduate students studying at home (AH) in a Chinese University who were employed in this study as a comparison group.

Overall the study has evidenced the complexity in the effect of study contexts (SA vs. AH) on learners’ L2 pragmatic development. The results revealed that in some aspects, particularly related to learners’ pragmalinguistic competence, both groups showed similar developments. When it concerns some sociopragmatic aspects, study abroad showed a unique effect on learners’ pragmatic development, revealing that the intervention of instruction is necessary for the students’ pragmatic development. However, the study also observed that even after a year, the SA students could not develop in certain aspects of their pragmatic competence. Therefore pragmatic instruction is needed to help students improve their L2 pragmatic competence in both AH and SA contexts.

Wei Ren is Professor of Applied Linguistics at the National Key Research Center for Linguistics & Applied Linguistics, Guangdong University of Foreign Studies, China. His recent publications include articles in Applied Linguistics, Journal of Pragmatics, Pragmatics, and a monograph L2 Pragmatic Development in Study Abroad Contexts.

An Exploration of a Model of EFL Collaborative Learning for the Discussion Forum of MOOC Edx
Wei Xing

MOOCs emerge as an open online education model nowadays. Meanwhile, they also meet the need for collaborative learning against the background of modern education. This paper aims at exploring a model of EFL collaborative learning based on the discussion forum of a course on MOOC edx — English Conversational Skills which enrolls learners with diverse L1s. In the model, discussion forum serves as a learning community in which learners are the main participants of learning
activities and teachers are supporters and monitors. With an efficient and flexible communication pattern, this model contributes to a highly interactive teaching environment. The processing of this model is characterized as: 1) e-discussion by sending, receiving, following and reviewing posts in English 2) externalization of encyclopedic knowledge relevant to discussion topics; 3) elicitation of course-related knowledge from peers or teachers; 4) establishment of consensus that leads to collaborative construction of foreign linguistic and cultural knowledge based on the integration of ideas; 4) sharing and acquisition of knowledge in lasting ELF communication.

From the feedback of learners, EFL collaborative learning model brings forth a novel education experience that reflects cognitive, social and teaching dimensions. Compared with traditional classroom instruction, this model is more advantageous for the following reasons. Firstly, both teachers and learners can act as the provider and evaluator of teaching resources for a better understanding of course contents. Secondly, a cycle is created by this model, where language input and output enhance each other. On one hand, output in interpersonal interactions call for the demand of input. On the other hand, sufficient input promotes the output for public comments. Thirdly, this model helps learners increase the depth and range of EFL learning during language use. It also enlarges the communication circle, since posts as a kind of medium can be sent to a large audience. In this sense, it makes reception and transmission of messages more effective.

In general, collaborative learning model for discussion forum of MOOC edx stimulates learners’ autonomy, positivity and creativity, enabling them to experience the instrumental and humanistic value of English.

Wei Xing, doctor candidate of Tsinghua University, the teaching assistant of Tsinghua University. Research interest: SLA, ELT and language assessment. Mailing Address: wei-x14@mails.tsinghua.edu.cn.


A Survey Study of Discourse Fluency by Chinese EFL Learners: an Acoustic Approach
Weijing Zhou

To speak fluently in English is the ultimate goal of EFL learners, hence discourse fluency, an important index of oral competence, has been a significant topic in SLA filed. This paper reports an empirical study of the discourse fluency by 40 Chinese English Majors (M=20, F=20) with reference to 4 standard RP speakers (M=2, F=2) from 4 dimensions (speech rate, disfluency features, chunking pattern and rhythmic pattern). The effects of gender and overall English proficiency are also investigated as so to find out the role of learner factors in the acquisition of L2 discourse fluency. The data were collected in the phonetics labs in China and UK respectively and analyzed acoustically via Praat software and statistically via SPSS. The results reveal there are systematic similarities and differences in the discourse fluency between native and nonnative speakers, between male and female EFL learners as well as between individual EFL learners, but there is no statistically significant
correlation between the subjects’ discourse fluency and their overall English proficiency, indicating the unfavorable patterns of discourse disfluency in L2 oral proficiency. These findings shed light into the oral features of China English and provide implications for oral English teaching in China.

Weijing Zhou, College of Foreign Studies, Yangzhou University zwjjz513@163.com

University Students’ Perception of the Impacts of Project Assisted English Learning
Weishen Yu

Project based learning (PBL) has long been documented as an effective pedagogical model for providing students with learning experiences that can help them develop knowledge and skills to their current learning and future development. Recently Chongqing University (CQU) has introduced Project Assisted English Learning (PAEL) into the freshmen's college English classroom, which is traditionally textbook based. Each year about 1,000 English level 3 freshmen students are instructed in the model of PAEL. In this model, project assignments such as poster exhibition, presentation, debating, classroom forum, course paper, project research etc. are incorporated into the course units. These project assignments are taken as an additional instruction tool, not the main tool as what the conventional PBL model suggests. Yet the integration of the textbook learning and project implementing provide students with opportunities for exploring English learning in greater depths through project research, group study and discussion. This article presents an investigation of 250 students on their opinions on the impacts of PAEL. The influence of the course projects on their learning experiences are captured using a survey instrument that involved opinion rating and interview. The questionnaire is designed on the basis of the PBL criteria put forward by Kraft, N. (2005). The questionnaire consists of 42 question items, which are categorized into five topics: nature of PBL; content of PBL; ways of PBL; autonomy of learners; teachers and assessment. The findings obtained in the survey support a positive view that PAL is beneficial to English learning from the students’ perspective in many ways, though there are still some drawbacks needing improvements in order to further a more successful PAEL in a Chinese university context. In general, students in this study validated what PBL has claimed to do for effective learning.

Mr. Weishen Yu is a professor in Chongqing University. He has rich working experience in ELT practice and research in China. He is the vice chair of the National Education Advisory Board of College Foreign Language and also a member of many other ELT institutions or organizations at both national and provincial levels. He has taken part in many national projects for developing national English curriculum planning and syllabus for college and university students. He has published many mainstream English textbooks for primary school students, students of vocational colleges and universities. Many textbooks have won national prizes for the publication.
Task Comparability in the Assessment of College-Level L2 Writing
Weiwei Yang

Narration, exposition, and argumentation are commonly used rhetorical tasks in assessing college-level L2 writing. However, there have not been systematic investigations into the comparability of the different task types for such assessment purposes. The paper reports a study that examined whether rhetorical task had an effect on writing performance in terms of writing quality scores and the performance areas of linguistic complexity, accuracy, and fluency (CAF), as well as how the CAF features predicted writing scores for the different rhetorical tasks. Four rhetorical tasks were studied: narrative, expository, expo-argumentative, and argumentative tasks, all on the same subject matter. The participants were 247 Chinese university students in a public university in China, each completing one writing task. The essays were rated by trained and experienced L2 essay raters with a holistic rating rubric. CAF features of the essays were analyzed with the assistance of computational tools. Statistical analyses conducted primarily included analyses of variance and multiple regression. The analyses revealed that rhetorical task did not have an effect on writing quality scores, lexical complexity, accuracy, and fluency of the essays, but that the argumentative essays were significantly more complex in global syntactic complexity features. The regression analyses showed that the CAF features explained approximately half of the variance in the writing scores across the tasks, and that writing fluency was the most important CAF predictor for the narrative, expository and expo-argumentative tasks, whereas lexical sophistication was the most important CAF predictor for the argumentative task. The regression analyses further showed that the best regression models for the narrative task were distinct from the ones for the expository and argumentative types of tasks. Implications of the study findings for L2 writing assessment will be discussed.

Weiwei Yang is Associate Professor of English at Nanjing University of Aeronautics and Astronautics. She received her PhD in Applied Linguistics from Georgia State University, USA. Her research interests mainly include cognition and discourse, discourse analysis, second language literacy development and assessment, and second language teaching and learning. She has published in major Applied Linguistics journals, including TESOL Quarterly, Language Assessment Quarterly, Journal of Second Language Writing, and Language Teaching Research. She also has extensive ESL-teaching experience in a variety of contexts in both China and USA.

The Influence of a University-supported Project on Teachers' Beliefs: a Study of Three Primary English Teachers
Wenfeng Huang

Beliefs are considered as a key element in teacher learning and have become an important focus for research in language teacher education. Whereas there has been an increase in university-supported projects which aim at improving classroom teaching, their impact on teachers’ beliefs has not been carefully studied. The present study intends to follow three primary English teachers for
a year in a university-supported teaching reform project to examine if changes of teachers’ beliefs can be identified and in which way the project influences teachers’ belief changes. Data were mainly collected from interviews, classroom observations and project activities records. The results show that teachers’ beliefs can be influenced by the project but their changes vary and have different features. The most effective and influential project activities are also identified which can inspire future university-supported projects.

**2-PP-818-12**

**How Flipped Classroom Teaching Work for Community Children English Club**

Wenya Young

After exploring many ways of teaching children in the community, I deliberately introduced Flipped Classroom and practiced it to teach them by the online platform of QQ group, Lemon Academy. Demonstrations in terms of play performance, story-telling, project making, etc, would showcase how Flipped Classroom works for our activities and what beneficial results the children achieved. In this workshop, I would like to make profound conclusions and to trigger more retrospection or introspection on the advantages and disadvantages of Flipped Classroom Teaching.

Wenya Young is an teacher working for Hebei Foreign Studies University and an organizer of Lemon Community Children English Club. She has been dedicated to explore new ways to build community English teaching environment for kids and teens over the past three years and achieved great appreciation and applause from children and their parents. In particular, after the Flipped Classroom Teaching being introduced, the team worked more successfully than before.

**1-S-820-6**

**Using Metaphors to Explore Students’ Experience and Perceptions of Second Language Learning**

William Littlewood

This presentation can be seen from three perspectives. First, it describes a way of combining individual and group activity as a basis for communicative activity which is related to students’ own interests and experience. Second, this activity serves to stimulate students to develop awareness of their second language learning experience and perceptions. Third, it can be seen as a small-scale classroom research study into how advanced second language learners perceive second language learning. In the study, 30 advanced learners of English as a second language (native speakers of Chinese studying in Hong Kong) were first asked to describe their experience of second language learning by completing this sentence frame: ‘Learning a second language is like ________ because ______________’. This produced 32 metaphors for second language learning. In groups they were given all 32 metaphors, asked to select and rank the five which the group thought reflected most closely their experience, and describe the features of second language learning that the metaphors capture (i.e. the ‘grounds’ of the metaphors). The outcome of this stage was 11 sets of five metaphors accompanied by the grounds given by the groups that had selected them. Finally each metaphor
from this stage was given a score indicating how strongly the learners identified with it. Taken together, these metaphors provided a profile of the communal experience and perceptions of second language learning within the group.

William Littlewood worked in secondary schools and teacher education in the UK, where he was also a member of several professional committees for modern language teaching. Since moving to Hong Kong in 1991, he has worked at tertiary institutions and is currently Honorary Professor at the Hong Baptist University. He has served on several government committees in Hong Kong. His books Communicative Language Teaching and Foreign and Second Language Learning (Cambridge University Press) have been used widely in teacher education and translated into several languages. He has published widely on applied linguistics and language teaching.

3-PP-811-10

Building English Specialization and Developing its Teaching Staff in China's Institutes of Higher Education at the Transformational Age

Wu Gefei

The traditional English Major in China's Institutes of Higher Education, with an emphasis on language skills training and intellectual courses, has faced severe challenges. Challenge means new opportunities. At the beginning of the century arose a new concept for cultivating compound talents in China's foreign language teaching circle. As a Result, quite a few universities in China have set up Business English (BE) major or offered English for Specific Purposes (ESP) curriculum in an attempt to replace the intellectually-oriented traditional English major. However, on the whole, in today's China, Business English is still awkwardly placed as a sub-specialty under the discipline of foreign linguistics and literature; its identification has not been well established, and to which discipline it should belong is still unclear. If it is not solved quickly, such a problem will hinder both the development of the BE major and the improvement of its teaching staff. Not to mention the ESP major, the concept of which hasn't been officially put forward.

Seen from the perspective of English major building at the transformation age, this article explores the issues of building BE and ESP as a major, and of their teaching staff preparations. It states that, in today's situation, the transition from the traditional English major to modern BE and ESP specializations should be accelerated. To achieve that target, three measures should be taken: first, take advantage of the current trends in the economic reform to realize the transition from traditional English Major to modern BE and ESP specializations as soon as possible; second, Comprehend clearly the present social, economic and political situation at home and abroad and take a characterized road to accelerate the building of BE and ESP specializations; third, with an open mind, combine discipline advantages at home universities with English capacity, and take suitable and target-oriented measures to train qualified BE and ESP teaching staff.

Dr. Wu Gefei is a professor of School of Foreign Studies at China University of Mining and Technology. He is now a member of Jiangsu Foreign languages Teaching association for Institutes of higher Education, Jiangsu Foreign Literature Association, Jiangsu Comparative Literature Association,
According to the Child Rights Convention (CRC), children are entitled to the right to participation, freedom of expression, freedom of thought, right to education, and right to leisure, play and culture. As one of the core CRC principles, participation encourages the child to be a subject of rights and an active participant at all levels. Although the existing EFL teaching methods involve some activities in different ways, there is not a thoroughly systematic teaching approach to ensure the child’s rights to participation in class. There is also a lack of systematic instruction to guide the actual implementation of the rights-based Participatory Approach (PA) in the EFL teaching.

The overall objectives of the handbook are to raise pre-service and in-service EFL teachers’ awareness of participation in the classroom based on Child Right Convention (CRC), to facilitate such teachers to get a better understanding of CRC and CRC-based participatory approach in EFL teaching, and to demonstrate the PA lessons in a friendly and visual way.

To test the feasibility of the handbook draft, a number of experiments have been done among pre-service EFL teachers, including experimental PA teaching, handbook user feedback, self-reflection, peer review, observation feedback, mentor’s feedback, etc. Further revision needs to be discussed based on the findings.

Wuyungaowa has been a lecturer for 12 years at School of Foreign Languages, Inner Mongolia Normal University, China. She took her M. Ed. Studies in Curriculum and Teaching at Teachers College Columbia University, U.S. in 2008. She is sensitive to curriculum design, new technology, student-centered strategies and cross-cultural communication and is keen to the cultural exchange. She has been to Thailand, U.S., Australia, Sweden and India in different programs, conferences and seminars. Her expertise encourages her to think and act in a more thoughtful and creative way. Contact at wuyungaowa2015@163.com
Enlightenment of Chunk Use in English Writings by Students with Different L1 Backgrounds on English Writing Instruction

Xi Zhang

The relationship between chunk use and English writing proficiency has been studied by some researchers in China. But few studies have been concerned with the relationship between chunk use by students with different L1 backgrounds and writing proficiency levels. The present study tries to explore the correlation between the number of chunks and categories of chunks used by the students with Arabic, Spanish, Chinese and English language backgrounds in their English writings and writing proficiency.

The tools used are Wordsmith 5.0, the Anno Tool developed by China’s National Research Center for Foreign Language Education, and Statistical Package for the Social Sciences. A new classification scheme of chunks is presented. The correlation between the number of chunks, categories of chunks and the high, intermediate, and low proficiency levels are investigated. Significant differences in the use of chunks at different proficiency levels are investigated based on One-way ANOVA analysis. The results show that writing proficiency influences the number of chunks used by all language groups. Higher proficiency students use more chunks than the lower proficiency students. The influence of writing proficiency on chunk use at low proficiency level is stronger than that at high proficiency level. The influence of writing proficiency on chunk use of the non-English groups is stronger than that of the English group. Chunks are an important indicator of students’ writing proficiency. Significant differences occur in the use of chunks between intermediate proficiency level and low proficiency level students for all language groups.

Dr. Xi Zhang, associate professor in Applied English Department, School of Foreign Languages and Literature, Shandong University. Main area of Interest is applied linguistics, especially second language acquisition, L2 writing, chunks, etc.

A Study of Mobile-learning-based Feedback in College English Writing

Xia Guo

There is an increasing awareness that critical thinking is the core of college English teaching and learning and English writing is the direct way of developing critical thinking. Therefore, how to facilitate students in improving their English writing skill deserves much attention and research.

Writing involves the reader and the writer so that the feedback from the reader is a spur for the writer to polish their writing. Based on the feedback theory, this study aims to figure out a feasible mechanism of interacting teacher feedback, peer feedback with electronic feedback on college students’ writing skills. The author has collected 500 essays from 250 sophomores from Taiyuan University of Science and Technology through www.pigai.org. These essays are evaluated through the interaction of teacher, peer and electronic feedback. From analyses of the scoring on content, organization, grammar, vocabulary, mechanism and the overall measurement of these essays,

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it is shown that all the three types of feedback help to enhance the writing performance in different aspects. Teacher feedback counts a lot in enhancing students’ awareness of writing structure and development, peer feedback plays an important role in improving students’ writing content and language and electronic feedback helps to reduce their writing anxiety, develop their writing interest and foster their autonomous learning. Through face-to-face talk and e-questionnaire, it is revealed that teacher-peer-electronic feedback is most positively received and highly valued by the students. Based on these results, this study further probes into College English writing feedback system based on M-learning. With the great impact of the mobile communications and learning technologies on the writing feedback, an efficient, effective and learner-centered writing feedback system can be developed. The study is expected to offer implications to the teaching of EFL writing in China.

Guo Xia, Associate Professor from Taiyuan University of Science and Technology, major in applied linguistics.

Exploring the Changes of Students’ Reading Attitudes under the Teaching Practice of “Reading Input Breadth”: a Monthly Journal Based Study

Xiangdong Gu

Employing the tri-component view of reading attitude, this study tracks the changes of EFL students’ reading attitudes with monthly journals under Reading Input Breadth (RIB) teaching practice and explores possible factors affecting the changes. Reading attitude in this study is defined by three components: cognitive attitude (personal and evaluative beliefs), affective attitude (feelings and emotions), and conative attitude (behavioral intentions and readiness) (Mathewson 1994, Mizokawa & Hansen 2000, Reeves 2002, Wood, at al 2007, Juhee & Diane, 2014). RIB teaching practice, designed and implemented by the authors, is a series of teaching activities centered on offering EFL students with extensive reading input materials featured in diverse genres, wide-ranging topics, interesting content, appropriate difficulty and absolute authenticity, and supplemented by output activities including writing monthly journals, classroom discussion, and reading reports and presentations. 37 English majors from Year One to Year Two in a top comprehensive university located in Chongqing, southwest China participated in this study (December 2012- December 2013). In total 321 entries of monthly journals were collected and analyzed in terms of three components of reading attitude: cognitive attitude, affective attitude, and conative attitude.

The findings indicate that through RIB teaching practice, students’ cognitive, affective and conative reading attitudes all dramatically change from negative to positive. In the aspect of cognition, students’ attitudes shift from viewing reading as an assignment to appreciating linguistic, intellectual and thinking values of reading. As for affect, their attitudes change from feeling disappointed and frustrated, and lacking confidence in finishing reading to reading with joy, confidence and satisfaction. In terms of conation, they turn a negative attitude that passively receive reading tasks into positive attitudes that actively accept reading tasks and further read extra materials themselves. Moreover, this study finds that individual interest, English proficiency, the
difficulty level of the reading materials, teacher factors, peer influence, examinations and other
curriculum tasks exert impact on the change of reading attitudes in RIB teaching practice.

This study provides valuable insights into changing students’ reading attitudes through RIB
teaching practice. It is hoped that this study merits further investigation into reading attitudes of
students nationwide in the Chinese context and beyond. More importantly, it is intended to provoke
reflective thoughts about how to positively and effectively enhance students’ reading attitudes with
the help of teacher.

Xiangdong Gu, Professor, School of Foreign Languages and Cultures, Chongqing University,
Director, Research Center of Language, Cognition & Language Application, Chongqing University
Consultant, Cambridge English Language Assessment, part of the University of Cambridge School of
Foreign Languages and Cultures, Chongqing University, NO.174 Shazheng Street, Shapingba District,
Chongqing 400030, P.R. China.
Email: xiangdonggu@263.net

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Micro Lectures Integrated into the Flipped Classroom in Hybrid Learning Discourse — an
Exploratory Case Study
Xiangyang Zhang

Over the past decades, the Internet has had a profound impact on tertiary education with the
emergence of a new format of distance education. With the broadband connected World Wide Web,
the students can now do their learning whether formal or informal more comfortably and more
effectively. Moreover, the rapid emerging technologies have offered the academics and educational
institutions more choices “with new options that enable them to experiment with the most suitable
mix of instructional approaches and learning environments” (Inoue, 2010).

Micro lecture has been considered to be one of the most effective and commonly adopted
modes in Hybrid learning. The idea of “micro lecture” was first proposed by David Penrose in 2008.
He named the “micro lecture” as “Knowledge Burst”, which could be used as teaching resources
embedded in a variety of micro learning environment (2008). However, Morris (2009) and Thomas
(2009) assumed micro lecture concept applicable in networking course format.

In this paper, we will report our practice of integrating the micro lectures into our English for
Humanity Course. The current study adopts an exploratory case study approach. By exploring the
practice of instructional pattern integrated with micro lecture resources, we have focused on the
four fields: learning content with technology; learning support service; learning management and
students’ learning experiences. The integration of the micro lecture into the English for Humanity
course was proved to a satisfactory design after one semester’s practice. The statistics indicate that
great majority was satisfied with the micro lecture learning. The findings prove that the flipped
classroom based on micro lecture learning resources can optimise the learners’ learning process. We
believe that it is time to integrate micro lecture into formal learning whether in online learning and
in the face-to-face classroom teaching.
Xiangyang Zhang, associate professor, has been a senior visiting fellow at the University of Nottingham, UK. With more than 25 years’ experiences in distance language education, he has published an academic book in English exploring language awareness in classroom discourse in China and some conference papers and journal papers internationally. For recent years, he has designed two rich media-based English courses for online learning. His academic interests are Teacher Education, English Distance Learning and Web-based Learning Systems. He could be available at njxiangyangzhang@163.com; The co-author Dr. Shuchiu Hung, Assistant Professor of Mingchuan University, Taiwan could be contacted at ritashuchiu@yahoo.com.

Confirmatory Factor Analysis of the Chinese Version of the MSLQ for Grade 7-8 Chinese Students
Xiao Wang

The Motivated Strategies for Learning Questionnaire (MSLQ) has been widely used in testing learners’ self-regulated learning performances, and the cultural influences on employing the MSLQ in different cultural contexts have been founded recently. The objective of this study is to adapt the Motivated Strategies for Learning Questionnaire to the Chinese junior secondary school context and to investigate the different results between students from China and Western societies caused by cultural differences. In this study, the MSLQ was adopted in a Chinese junior secondary school for data collection, and 378 Grade 7 and 8 students (Mean age 14.7 years) participated in it. Total 349 valid questionnaires (180 males and 169 females) were collected. The data is under analysis. The descriptive data will be analyzed by making comparisons with the results of questionnaires employed in other cultural contexts, such as the US where the culture are quite different from Mainland China, and Hong Kong, where the culture are similar to us. Confirmatory factor analysis will be adopted to adapt the MSLQ to Chinese junior secondary school context. Two subscales (motivational and learning strategies scales) in the MSLQ will be analyzed separately. This study intends to investigate the cultural influences on the results of the MSLQ. Also, it aims at adjusting the MSLQ to Chinese junior secondary school context, and provides the MSLQ as a suitable measurement of Chinese junior secondary school students’ self-regulated learning performances.

Xiao Wang is a PhD candidate in the Faculty of Education and Social Work at the University of Auckland. She received her Bachelor’s degree from Renmin University of China in 2011, followed by Master’s degree in Education from University of Cambridge in 2012. Her main research interest is self-regulated learning. Contact: wang.xiao@auckland.ac.nz

Building Effective Classroom via Student Feedback
Xiaohong Chi

In this research, I studied the strategy of building effective classroom by getting students’ feedback. I teach Advanced English Course to junior students at a university in Shanghai. As an ESL
teacher, I have nine years’ teaching experience. How to build effective classroom has always been my primary concern.

I adopted narrative inquiry in my research, for I believe that this method will help bring out the nuanced details of students’ reaction and evaluation on classroom activities. Narrative inquiry is “a way of understanding experience. It is a collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus. An inquirer enters this matrix in the midst and progresses in this same spirit, concluding the inquiry still in the midst of living and telling, reliving and retelling, the stories of the experiences that make up people’s lives, both individual and social” (Clandinin & Connelly, 2000, p. 20). Fieldwork includes interview with students at the beginning and end of the research, students’ narratives on major aspects of the class, my own teaching log, students’ artifacts, and recording of modifications in teaching activities and their effects based on students’ feedback. The fieldwork centers around the following categories: subject matter, group work, the use of English and native language in class, classroom management, and teaching style.

The purpose of the research is to find out ways to run the lessons in a smooth way, establish rules that are respected by students, create an active atmosphere of interaction between students and teacher, motivate students to engage in the lesson with interest and enthusiasm, and create a positive learning environment for all the students. The preliminary findings show that by adapting my teaching to students’ feedback, more effective classroom management is achieved.

Xiaohong Chi got PhD degree from OISE/University of Toronto, Canada in the field of Curriculum Studies and Teacher Development in 2012. I am a faculty member at School of Education at Shanghai International Studies University. The courses I teach: Advanced English (junior students), Selected Readings of Classics in Education (sophomore students), Introduction to Curriculum Studies (graduate students). I attended such prestigious international education conference as the annual meeting of the American Educational Research Association and the annual meeting of the Canadian Society for Studies in Education, and gave presentations. My major research interest: curriculum studies, teacher development, cross-cultural studies, course integration.

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**Computer-mediated Communication (CMC) in ESL Postgraduates’ Academic Writing**

Xiaohong Liu

Research shows that academic literacy is discipline specific. In each academic discipline, disciplinary knowledge and academic writing serve as major media for students to develop their academic literacy to communicate with each other in the field.

CMC is used widely in many courses across disciplines. Lab reports, research proposals and research papers were ranked highly as writing tasks among students from “hard” sciences and engineering. The research on CMC and L2 learning provides many promising results, especially on the heavily researched synchronous CMC and L2 learning. Yet the limitations brought by synchronous CMC are not beneficial for students to perform writing tasks which regard coherence and discourse as goals. Instead, asynchronous CMC such as email application seems to serve the
writing better. It is this study’s task to investigate the influence of asynchronous CMC on students’ acquisition of academic literacy.

This study investigates the non-native English speaking students’ acquisition of academic literacy, with a focus on academic writing. The participants of this study are ESL postgraduates majoring in science and technology who were enrolled in English — one of the graduate courses in their MA program of Taiyuan University of Science & Technology.

Analysis of data indicates that (a) graduates use various language functions in their negotiation of academic literacy with their peers, and apply multiple intertextual techniques in the online discussion; (b) CMC facilitates students’ understanding of tasks, performance of writing activities and applying citation conventions correctly; (c) although students consider that computer-mediated communication have some drawbacks, it does facilitate their acquisition of academic literacy in English.

**Xiaohong Liu** is a profession in English in Foreign Languages School at Taiyuan University of Science & Technology. Her research expertise includes Second Language Acquisition, Technology Enhanced Language Learning (TELL), and Cross-cultural Communication. Email: 13613469690@139.com; Telephone: +86 13613469690.

**Xiaoping Gao**, PhD in Applied Linguistics, is a Lecturer in Chinese in the Faculty of Law, Humanities and the Arts at the University of Wollongong. Her research interests include Second Language Acquisition, Technology Enhanced Language Learning (TELL), Chinese as a second/foreign language pedagogy, and Chinese cultural studies. Email: xiaoping@uow.edu.au.

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**Developing 21st Century Workplace Skills in Project Assisted English Learning**  
Xiaohui Li

21st Century employers are looking for graduates who possess soft skills including responsibility, self-confidence, social communication skills, flexibility, team-spiritedness, good work attitude, self-motivation and self-management (Musa et al, 2011). Higher education has been trying to develop graduate attributes of their students to meet the need of society through better understanding of teaching and learning. A project based learning approach was undertaken through a General English course in Chongqing University, China. The project work required students to investigate social or disciplinary problems they concern with a group for the purpose of developing the language competence preliminarily. This present study was conducted to identify to what extent the project based English learning program has facilitates the developing of workplace related skills when students carry out the project work. A set of questionnaire based on Framework for 21st Century Learning provided by Partnership for 21st Century Kills was designed and administered to identify students’ skills utilized in project based English learning, namely critical thinking, problem solving, creativity and entrepreneurial thinking, communicating and collaborative skills. Hence, this pilot study on project-assisted learning will assist the course designers in break the walls between different courses or disciplines so as to foster students’ ability to solve complex real life problems with cross-disciplinary and cross-contextual knowledge and a higher diversity of skills.
Ms Li Xiaohui, associate professor, has been teaching English as a Foreign Language in Chongqing University for more than 19 years so far. In the recent 4 years, she has been working with a group of her colleagues exploring the necessity and feasibility of employing Project Based Language Learning Approach in College English education among a group 800 to 1000 non-English major students in Chongqing University. Their efforts have achieved high recognition of both students and other colleagues in the field.

A Survey Study of Discourse Fluency by Chinese EFL Learners: an Acoustic Approach
Xiaoli Ji

To speak fluently in English is the ultimate goal of EFL learners, hence discourse fluency, an important index of oral competence, has been a significant topic in SLA filed. This paper reports an empirical study of the discourse fluency by 40 Chinese English Majors (M=20, F=20) with reference to 4 standard RP speakers (M=2, F=2) from 4 dimensions (speech rate, disfluency features, chunking pattern and rhythmic pattern). The effects of gender and overall English proficiency are also investigated as to find out the role of learner factors in the acquisition of L2 discourse fluency. The data were collected in the phonetics labs in China and UK respectively and analyzed acoustically via Praat software and statistically via SPSS. The results reveal there are systematic similarities and differences in the discourse fluency between native and nonnative speakers, between male and female EFL learners as well as between individual EFL learners, but there is no statistically significant correlation between the subjects’ discourse fluency and their overall English proficiency, indicating the unfavorable patterns of discourse disfluency in L2 oral proficiency. These findings shed light into the oral features of China English and provide implications for oral English teaching in China.

Xiaoli Ji, School of Foreign Languages, JUST, jixiaoli2005@126.com

The Influence of L2 Proficiency on L3 Acquisition of the Uygur College Students in Xinjiang — From the Perspective of English Writing Ability
Xiaoling Yao

Based on the transfer theory in third language acquisition, the researchers organized a teaching experiment on some bilingual Uygur students in Tarim University, aiming at investigating the influence of L2 proficiency on the Uygur college students’ L3 acquisition, concentrating on their English writing ability. It was expected to answer the following question: how will bilingual Uygur college students’ Chinese proficiency influence their English writing performance? The analysis of the statistics got from the questionnaires, the interviews and the tests shows that the subjects’ English writing performance is highly correlated with their Chinese listening, reading and writing proficiency; the subjects who got higher scores in the Chinese language assessment also scored high in their English writing tests. The findings and experience obtained form the study would guide minority students’ English learning in the future.
Yao Xiaoling, female, born in 1981, lecturer at the College of Humanities, Tarim University. Her research interests include second language acquisition, foreign language teaching and learning, and theory and practice of textbook compiling.

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**Computer-mediated Communication (CMC) in ESL Postgraduates' Academic Writing**
Xiaoping Gao

Research shows that academic literacy is discipline specific. In each academic discipline, disciplinary knowledge and academic writing serve as major media for students to develop their academic literacy to communicate with each other in the field.

CMC is used widely in many courses across disciplines. Lab reports, research proposals and research papers were ranked highly as writing tasks among students from “hard” sciences and engineering. The research on CMC and L2 learning provides many promising results, especially on the heavily researched synchronous CMC and L2 learning. Yet the limitations brought by synchronous CMC are not beneficial for students to perform writing tasks which regard coherence and discourse as goals. Instead, asynchronous CMC such as email application seems to serve the writing better. It is this study’s task to investigate the influence of asynchronous CMC on students’ acquisition of academic literacy.

This study investigates the non-native English speaking students’ acquisition of academic literacy, with a focus on academic writing. The participants of this study are ESL postgraduates majoring in science and technology who were enrolled in English — one of the graduate courses in their MA program of Taiyuan University of Science & Technology.

Analysis of data indicates that (a) graduates use various language functions in their negotiation of academic literacy with their peers, and apply multiple intertextual techniques in the online discussion; (b) CMC facilitates students’ understanding of tasks, performance of writing activities and applying citation conventions correctly; (c) although students consider that computer-mediated communication have some drawbacks, it does facilitate their acquisition of academic literacy in English.

2-PO-8F-35

**Oral Style Features Displayed in English Compositions by Chinese Graduate Students: a Corpus-Driven Approach**
Xiaoping Jie

This study is a corpus analysis of oral style features displayed in English short essays written by Chinese non-English major graduate students. Seven typical features of spoken English that can both differentiate spoken English from written English and allow convenient corpus analysis were examined in the study. The corpus of 250 English compositions by 250 graduate students from two universities in China was used in the study to find out whether the compositions display the seven register features of spoken English and how they are different from the native written English in the
use of the spoken features. The research results will have implications for EFL writing instruction for non-English major graduate students.

**Jie Xiaoping** is currently lecturer of English at Graduate School at Shenzhen, Tsinghua University, China. For the past seven years, she has been teaching EFL courses to Chinese graduate students. Her research interests include EFL learning and teaching, and language assessment. Email: tracyjie@126.com

**A Corpus Based Flipped Classroom in EFL**
Xiaojqi Xu

Some recent studies on the flipped classroom in education have received considerable attention. Most research and practice carried out in the flipped classroom focused on subjects as biology, mathematics, and pharmacotherapy, rather than language learning.

This research introduces a corpus based flipped classroom in EFL, aiming to investigate the effects of this new teaching model on the improvement of EFL learners in Chinese universities.

The research firstly conducts a survey of teachers and students on the perceptive of flipped learning in EFL. A questionnaire as well as interviews is employed by the researchers to gather data to analyze the possibilities of applying this new teaching model in foreign language learning. Then the research explores using corpus based platform to create flipped classroom. A new course structure is designed by combining corpus based teaching resource with flipped learning. Based on this experience, this research presents a theoretical and practical model of flipped learning in foreign language acquisition by showing how the corpus based flipping model effectively facilitate successful authentic language learning, increase the value of in-class time and results in the significant development of learner autonomy, which would benefit learners’ lifelong learning.

**Xiaojqi Xu**, Associate dean of Foreign Languages School of Nanchang Hangkong University. Interested in study of EFL and carrying out many projects related with it. Now the Visiting scholar in English Department of University of Alabama from 2014 to 2015.

**A Study on the Acquisition of English WH-Questions by Chinese Beginners**
Xiaorong Zhang

The acquisition of WH-questions has always been a hot issue in the field of second language acquisition. Based on the typological differences between English and Chinese WH-questions, the present study aims at the errors made in the process of acquiring English WH-questions by Chinese English beginning learners. Meanwhile, the causes behind these errors have been discussed and analyzed based on experimental data analysis, which can help the English language teachers adjust their teaching strategies in their teaching practice and will be more effectively guide the teaching.

The study mainly adopted the quantitative approach. The participants were 30 pupils in
6th Grade from Zhang Jiagang Primary School. The WH-questions were collected from a spoken elicitation test—participants were required to produce WH-questions based on specially designed pictures and a puppet show theatre play (Puppet show is designed by Prof. Benedicto, the author’s advisor in Purdue University). All audio files obtained were converted into text files in order to better understand the acquisition of the simple English WH-questions by Chinese primary level English learners.

The result of this quantitative study showed that errors such as subject-auxiliary inversion errors, the lack of do-support and vocabulary mistakes etc. exist in the process of acquiring English WH-questions by Chinese English beginning learners. Meanwhile, the present study also further analyzed the causes behind these errors is mainly native language negative transfer.

The present research has both theoretical and pedagogical implications. Theoretically, the empirical analysis offers support for errors and its types of English WH-questions by Chinese English beginning learners. Pedagogically, it is beneficial for the English teachers to improve teaching strategies, so as to help the student get ride of the negative transfer of their mother tongue and acquire the English wh-question effectively.

Xiaorong Zhang, EFL teacher in Northwest A & F University
Academic Title: associate professor
Research interests: Second language acquisition
Education background: MA in linguistics at Chinese University of Hongkong;
BA at Xi’an Internationa Studies University
2014.3-2015.3, visiting scholar at Purdue University

Responding to the Curriculum Reform: How They Think and What They Do — a Case Study of an EFL Teacher
Xiaoyan Rong

Educational reforms have been widely discussed across the world in the 21st century. Recent research on educational reforms suggests that teachers are the mediating agents in implementing educational reforms, particularly curriculum reforms. Therefore, teachers’ response to the curriculum reform is critical in understanding how the new concepts brought by the curriculum are transferred to the teaching practice to enhance student learning.

The eighth curriculum reform in China, which requires the paradigm shift from the teacher-dominated, knowledge-based transmission mode of teaching to the student-centered, experience-based enquiry mode of teaching, has greatly challenged teachers. Aiming at understanding teachers’ response to the new curriculum within the particular social, cultural and institutional context, the current study explores how and why teachers understand and implement the new curriculum through data collected from six senior high EFL teachers with different teaching experiences and background, providing a diversity in teachers’ response. Drawing on the qualitative data collected through interviews with the teacher and students, observations of classroom teaching as well as teacher professional development activities of one case, the presentation will report how teachers
perceive the new curriculum and what they do in classroom teaching, and the coherence and disparity between what they think and what they do. It is hoped that this study can provide insights into the dialectic nature of the curriculum implementation process and offer implications for other developing countries that are also in the process of implementing reform-based curriculum in their contexts.

Dr. Rong Xiaoyan obtained her PhD in University of Hong Kong, and is currently a lecturer in Capital Normal University in Beijing, China.

Developing English-major Students’ Critical Thinking in an EFL Reading Course
Xiaoying Wang

Since the beginning of this new millennium, more and more Chinese educators and scholars have increasingly realized that it is imperative to develop English-major students’ critical thinking while they perfect their language skills. Some researchers even argue that curriculum for English-major students are less conducive to developing students’ critical thinking than those for non-English-major students. In the light of this research background, this paper, taking an action research approach, reports on an investigation of classroom practices that enhanced students’ critical thinking in an EFL reading course. The author and her 26 English-major undergraduates took part in this study for one academic year. Changes in critical thinking were evaluated in two ways: 1) by comparing students’ writing assignments at the beginning, during, and at the end of the academic year, and 2) by comparing students’ responses to the Critical Thinking Disposition Questionnaire (designed by Wen Qiufang and her colleagues) at the beginning and at the end of the academic year. Overall, carefully designed classroom practices increased students’ critical thinking.

Xiaoying Wang is Associate Professor of Applied Linguistics in the School of English and International Studies at Beijing Foreign Studies University, Beijing, China. Her research interests include TEFL, language assessment, and student motivation.

Translation Teaching in the Digital Learning Environment
Xiaoyu Xu

With the development of the educational technology, the teaching mode and methods of the translation course has changed a lot. The adoption of computer-aided translation software in the translation class, i.e., SDL Trados, Wordfast, MemoQ, etc., together with the hardware facility, forms the digital learning environment for the English majors, and especially helps them transfer their identity as a traditional translator into a modern one. The application of the computer-aided translation software are introduced in the paper and the teaching mode and methods of the translation course are presented.
Xiaoyu Xu teaches in the School of Foreign Languages, Northwestern Polytechnical University in China and is currently a postdoctor in the College of Foreign Languages and Literatures, FUDAN University in China. The major research fields are Linguistics and Applied Linguistics, and Higher Education Administration.

The Relative Contribution of L1 Listening Comprehension Ability and L2 Language Proficiency to L2 Listening Comprehension

Xiaoyuan Li

This thesis aims to explore the relative contributions of L1 ability and L2 proficiency to L2 listening comprehension. 87 participants are investigated in this study. Using Pearson Correlation analysis, the results show that the L1 (Chinese) listening ability is significantly correlated with L2 (English) listening (r=.48, p<0.001), and there is no significant correlation for the low-level students (r=.27, p>0.05) while significant correlation for the high-level students (r=.57, p<0.01). Simple regression analysis shows that L1 listening ability can explain 23% of the variance in L2 listening comprehension (p<0.001). Multiple regression analysis also demonstrates that both L1 listening ability and L2 proficiency are successful predictors of L2 listening comprehension for the full sample of participants (R2=.49, p<0.001; R2=.08, p<0.001) with L2 proficiency as a better predictor. Therefore, the present study confirms the existence of linguistic interdependence in languages form two different language families, suggesting that L1 and L2 listening ability are correlated with each other. Meanwhile, it also testifies the linguistic threshold hypothesis, emphasizing that the transfer of the L1 listening ability can only occur when L2 learners have attained a certain level of language proficiency. Research suggests that the influence of the L1 listening ability cannot be ignored in second language instruction, and different teaching methods should be applied for the L2 learners in accordance with their language proficiency.

Dr. Li Xiaoyuan is an associate professor at Shanghai University. She graduated from Shanghai Jiao Tong University and received a doctorate in 2009. Her areas of specialization include Second Language Acquisition, Psycholinguistics, and Content-based Instruction. She has authored numerous articles in prestigious national journals in applied linguistics. Dr. Li has taught a variety of courses, including Applied Linguistics, Linguistics, Intensive Reading, English Listening, etc.

On Importance of “Class Interaction” and Creating a More Interactive Teacher-class Interchange

Xiaozhen Li

My presentation examines the importance of EFL class interaction in the perspective of methodologies, cases and research, and proposes several feasible suggestions to improve EFL class interaction. The paper is divided into three aspects according to the influential factors.

My presentation begins with the studies of current situation of class interaction in China.
Implying the existed problems in ineffective teaching and learning due to the lack of proper class interaction. It continues its exploration on class interaction, including definition, importance, and classification in different aspects, such as subject, content and consciousness. And it equips itself with the 3 main modern education theories: Behaviorism, Cognitivism, and Constructivism. My presentation gives some viewpoints of some famous educationalists and then backs up with the cases taken from real classes.

In order to have a more precise and systematic look into class interaction, a deep research is expected. With the following-up general findings and in-detail analysis, factors that influence the efficiency of class owning to interaction are listed. This will bring forward the suggested approaches to the improvement of class interaction in 3 prospects: Teachers prospective, students prospective and teaching prospective. They should be taken into consideration as a whole for the purpose of improving the current situation of class interaction.

I hope that this thesis could help teachers and students understand and cooperate better in class.

LI XIAOZHEN is an Assistant Professor in Guangdong University of Foreign Studies, has published some related articles home and abroad, and has done some research in English Language Teaching, as well as in literature. She won the Master degree in Zhejiang University. And she was a visiting scholar in Beijing University, later in Lancaster University of UK. Recently, a social science project authorized by National Department of Education and one project of education and science authorized by the Guangdong Province was applied successfully, as a leading participant.

e-mail : lxzgdufs@163.com

A Case Study on the Basis of the Humanistic Perspective of Network Course Interaction Part

Design Pattern

Xichun Han

Rogers migrates the psychological treatment theory “customer-centered” to educational field, and put forward the “student-centered” humanistic teaching mode. In order to cultivate qualified learners in distance learning, the educational designers must insert some interactive parts into the design of the network course to guarantee the cultivation of the perfect personality of the learners. In this article, the author reclaims the perfect personality criteria on the basis of Rogers’ humanism, and puts forward the cultivation ways in the network course design. Finally, a case study is given to illustrate the design.

Xichun Han, a Professor of English Literature, is currently a teacher in Technology Department at the Xi’an radio and TV University. An excellent teacher in English literature, mixing learning mode in Distance Education. She frequently lectures on these subjects in her own University and some other training units Xi’an. She has authored, among many other articles, “The Differences of Learning Support Strategies in the Teaching Level Between Distance Open Education of OU and China’s Network Education.” (Xi’an: Shaanxi Education, In Feb of 2014), “Struggle between Dream and Reality — A Review on the film Green

Flipping the Classroom: Communicative Approaches that Engage, Motivate and Activate!
Xie Dandan

Flipping the classroom is easier than you think! Creative, communicative, and collaborative learning is emphasized by allowing the students to complete in-class work at home, and homework is completed in class (Sams & Bergman, 2013; Kahn, 2007). This presentation will demonstrate that almost any classroom can be flipped, providing the teacher with more one-on-one time with groups and individual students (Hunter, 2011). Bloom Taxonomy is “flipped,” allowing ESL students to first create, apply and synthesize new knowledge, instead of rote memorization. The presentation will provide many options for teachers in their choice of utilizing videos, audios, textbooks, pdf’s and of the content. Making videos is one option for teachers, but there are many other options that do not require all the work of creating original content. From low/no technology, to Internet and mobile technology based, flipping the classroom can benefit all.

Examining English Language Teacher Through Metaphorical Analysis
Xin Zhang

This paper intends to present a preliminary study about students’ conceptualizations of English language teacher. The last two decades have witnessed considerable investigation into metaphor as a tool for better understanding of beliefs about school, teaching and curriculum. Educational concepts and process have long been described in metaphorical terms either as single ‘X is Y’ metaphors or as clusters of metaphors (Low, 2008, p. 213). Metaphors, as Cortazzi and Jin (1999) suggest, play an essential part in understanding of a variety of disciplines and educational issues. It is regarded as a powerful means to examine students’ conceptualizations. This study elicited an exploratory angle, describing both student participants’ and teacher participants’ conceptualizations of English language teacher through an analysis of metaphors they created in the ‘X is Y’ format (e.g., “language learning is … because…”). The elicited metaphors were collected, categorized, analysed and compared. Post-task interviews were conducted. Through the understanding of students’ and teachers’ beliefs of English language teacher, it provided insightful suggestion for teacher education.

Zhang Xin joined the English Language Center, Shantou University in September 2014. She has strong passion in the field of education. Xin hold a MA in Language Learning and Education from the University of York in the UK in 2011. Her research interests include metaphor in educational discourse, language teaching, and student affairs. Xin joined a key research project which is granted by the Department of Education, Guangdong Province. This research project is a comparative study of student affairs between
Chinese and American universities. She also joined a teaching reform project based on the “Integrative Thinking”.

A Study on CFL Learners Writing Performance under Three Task Types
Xinling Zhang

Integrative writing test tasks are widely employed in large-scale high-stakes foreign languages tests worldwide and relevant research is more than necessary. The present study is a testing attempt to probe into the effect of task type on CFL (Learning Chinese as a Second/Foreign Languages) learners writing behaviors. The results yielded from 94 subjects' of writings from 8 countries showed that among the 13 indicators of the linguistic features selected, 10 were significantly different between impromptu writing group and the two integrative writing groups, and both reading-to-write and reading-listening-writing successfully improved the correctness of verb, adverbs, cohesive devices and so on, resulting in better language accuracy, fluency, and complexity. Besides, the total score, the language score, the content score, and the structure score of the two integrative writing tasks were significantly higher. Most candidates made advantage of the reading and/or listening materials in the integrative tasks and the input provided positive model. Over 60% of the subjects accept integrative writing testing tasks in large scale tests, listening in reading-listening-writing tasks accounts for difficulty, though. Lastly, language counts as the most difficult section for all CFL learners, and improvement in structure is needed. However, integrative tasks require higher ability in terms of multi-literacy, on the condition of comprehensible reading and listening input is provided.

ZHANG Xinling is an associate professor with School of Foreign Languages, Shanghai University. She got her Ph D. Guangdong University of Foreign Studies under the supervision of Dr. Zeng Yongqiang in Language Testing and Assessment. She is a member of International Language Testing Association. She was a visiting scholar supervised by Prof. Lyle F. Bachman with UCLA. Her research interests include: Language Assessment, TESOL, and Chinese-English Translation Studies.

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4) English reading/listening-to-write assessment tasks for Chinese EFL learners: Construct, score predictors and test administration, funded by Shanghai University.
The Language and Intercultural Development of Chinese International Exchange Students: a Comparative Report
Xinren Chen

The number of students from Greater China who are taking part in international exchange programs has increased dramatically in recent years, with the most growth in semester-long, second-language (L2) sojourns. This presentation reports on one phase of an inter-institutional project that is tracking the L2 learning and intercultural sensitivity development of more than 500 outgoing semester-long international exchange students from four comprehensive universities: one in Hong Kong and three cities in Mainland China (Beijing, Nanjing, and Shanghai). At each institution, the participants from various Faculties have completed pre- and post- questionnaires, and 15 have shared their experiences in in-depth, semi-structured interviews before and after their semester abroad. NVivo 10 software has been used to code and triangulate the qualitative data (e.g., application essays, interview transcripts, e-mail responses) with the quantitative questionnaire results that were processed by SPSS. This presentation will center on the findings related to the participants from a university in Nanjing. Pre- and post-sojourn results will be presented, drawing attention to the internal and external factors that can lead to disparate outcomes (e.g., variations in L2 learning and intercultural competence). The findings have implications for the preparation and on-going support of L2 sojourners from this region.

Xinren CHEN is professor of linguistics and the Assistant Dean of the School of Foreign Studies at Nanjing University. His research interests include pragmatics, L2 pragmatic acquisition, and language policy/planning. He has authored numerous articles and books, including Pragmatics and Foreign Language Teaching (2013) and Linguistic Memetics (2014). Professor Chen is the vice-president of the China Pragmatics Association (CPrA), the China Association for Discourse Studies (CADS) and the China English Language Education Association (CELEA).

A Framework for EFL Classroom Teaching Evaluation in the Age of Big Data
Xiucai Fang

The article defines “big data” as both a specific language teaching environment and a huge language resource which greatly changes learning models, reshapes teaching practices, creates new teaching cognitions and thus calls for reforms in EFL classroom teaching evaluation. Firstly, the article reviews literature of EFL classroom teaching evaluation (CTE, hereafter) and comments on the merits and demerits of the existing CTE models and frameworks, with two prominent ones as the foci: Danielson’s framework for teaching (2013) and Shu’s 4 key aspects of CTE (2014). Secondly, the article relates the age of big data with EFL teaching and concludes the distinctive features of both EFL teaching and the evaluation of its effectiveness in the current age of big data. Thirdly, a tailored framework represented by a figure is proposed with strict adherence to the distinctiveness of both TEFL and CTE in the big data age, with the following important dimensions such as classroom...
observation by evaluators, teaching and learning diaries by teachers and students, students’ evaluation of teaching, digital literacy investigation of both teachers and students, teachers’ guidance and involvements in extracurricular learning activities, and teachers’ promotion of autonomous learning and data-driven learning. Finally, a blueprint for conducting CTE in the age of big data is drawn by expounding the research content, design, methodology, innovativeness, theoretical significance and practical implications.

Xiucai Fang, Associate professor, Ph. D
Interest of research: Language Testing, Corpus Linguistics, TEFL Theories & Practices.
My Affiliation: School of Foreign Studies, Anhui University, 230039
E-mail: fxc515@163.com

New Models on Higher Vocational English Teaching Reform: a Constructivist Perspective
Xu Hongchen
Based on the higher vocational education reform and development, esp. the variation of freshmen, the major issue of this study is to probe into new models on higher vocational English teaching reform from a constructivist perspective based on CALL. The article is expected to find out the concrete means and methods of the new models on higher vocational English teaching reform by applying quantitative statistical analysis of data through teaching in accordance with the students’ different basis and aptitude. The study will also cultivate their abilities of individualized self-learning and cooperative study to arouse their interest in learning English.

On the Cultivation of English Majors’ Critical Thinking Skills Guided by Delphi’s Two Dimensional Model — An Instructional Design of Pre-class Activities in Integrated English Course
Xu Hu
Recently, Cultivation of English majors’ critical thinking skills, one of the teaching focuses, has become a significant means to improve Chinese students’ English competence. The domestic practice of fostering English majors’ critical thinking skills in classroom teaching is mainly undertaken in specialized courses, such as “Speaking”, “Public Speaking and Debating” and “Writing” etc.; however, few related researches have been done in “Integrated English Course”, which is one of the major required courses aiming at comprehensively enhancing students’ English competence. Therefore, it is imperative to make some practice, integrating critical thinking skills cultivation into Integrated English teaching and learning. Based on Delphi’s Two Dimensional Model, this thesis summarizes years’ teaching experiences, analyzes characteristics of the post-90s students, and then designs a systematic pre-class activity pattern, taking four basic teaching procedures: task design, organization, presentation, and evaluation into full consideration. The present pattern consists of impromptu speech, news reports and case study which take up about 1/5 of the total teaching hours,
aiming to improve students’ critical thinking skills on interpretation, analysis, evaluation, inference, explanation and self-evaluation in terms of cognitive and dispositional dimensions. As the major part of the pattern, the case study activity innovatively seeks references from civil service exams and top 500 corporations’ job interviews, effectively combining in-class teaching and out-class utilization. This pattern fully weighs factors of individual decisiveness and teamwork, preparation and improvisation, therefore, comprehensively boosts students’ critical thinking capabilities. It also enhances students’ abilities on autonomous learning, cooperative learning and social sophistication, which successfully achieves teaching objectives and meets the requirement of applied interdisciplinary talents cultivation.

Hu Xu is a teacher at FLD of Beijing Sport University, graduated as a master in the field of British and American literature from Nanjing University in 2008. Since working, she has taught many English major courses including Integrated English, Advanced English, Grammar, Writing, etc. She has research experiences in the field of sports English, English for athletes and British literature. Her recent research efforts combine the teaching methods and college students’ critical thinking abilities.

A Questionnaire Analysis on Students’ Motivation in PBL

Xu Wang

The purpose of the study was to investigate the dynamic systems that effect students’ motivation in Project-based Learning (PBL). The research was carried out among freshmen at the end of the first academic year in Chongqing University. 300 questionnaires based on Zoltán Dörnyei’s (2009) Motivational Conglomerates, which include Interest, Productive Learner Role, Motivational Flow and Vision, were administered to voluntary students. The data of the questionnaire showed that the behaviors of language learners in various communicative tasks were determined by a wide range of variables, among which the nature of the task, peer pressure and influence, the intrinsic motivation generated by the enjoyment of the successful completion of the task and students’ internal image of the wished-for person they would like to become are some of the salient ones. The results of the research shed lights on the dynamic systems EFL instructors may follow in task design and implementation, which further require that the motivational variables be taken into consideration, should they expect the tasks appealing and effective to students.

Wang Xu is a Lecturer with the School of Foreign Languages and Cultures, Chongqing University. He has been teaching college English at Chongqing University for 5 years since 2011. The courses he has taught include college English, Intercultural Communication, English Public Speaking and English for University Studies. His research paper “Functional Studies on Theory-constitutive Metaphors in Science Discourse” was published in Foreign Language Education, a Core Journal in China’s foreign language teaching and research field, in 2011. His research “Analysis of the Development of Argumentative Structures in Chinese CET Essay Writing” is supported by the Fundamental Research Funds for the Central Universities (Project No.CQDSWL-2012-65). He has been invited to attend the Symposium on Second Language Writing held in November, 2015, at AUT University, New Zealand, as a co-presenter on the
accepted paper entitled “Analysis of Toulmin Model in Argumentative Paragraphs of Chinese University CET-6 Writing”.

1-S-823-7

The Role of Instruction or Media Exposure? — Comparing Differences of English Listening Instruction at Upper Secondary School Levels between China and Norway

Xue Chen

Listening, as a complex and active cognitive information process, plays a crucial role in students’ language input and has an impact on students’ language output. Particularly, listening proficiency is of significance for upper secondary school students. However, listening proficiency of Chinese upper secondary school students is far less satisfactory. For example, the recent ranking of average English skills released in EF English Proficiency Index (2012) showed that Norwegian English listening proficiency ranks fifth, scoring 63.22 while China ranks thirty-sixth, with a low score of 49.00. Given the differences in English listening proficiency between Chinese upper secondary school students and their counterparts in Norway, this study purports to investigate listening teaching practices undertaken in four upper secondary schools in China and Norway. According to Krashen’ Input Hypothesis and Buck’ s defaulting listening construct, classroom observation combined with teacher interviews will be applied together in this case study, and the results from these four schools were used as data. Contrastive analysis of the data concerning variables including reasons, cultural contexts and educational settings was conducted in quest of answering these two questions: 1) What are the differences in English listening instruction in upper secondary schools in China and Norway? 2) How do these differences in English teaching practices contributed to different listening proficiency of upper secondary students in China and Norway? Findings showed that the key difference between English listening teaching practices in China and Norway is the appropriate use of media exposure. Upper secondary school students in China were exposed to less Media than their counterparts in Norway, due to factors such as different educational settings. A substantial exposure to media undertaken in upper secondary schools in Norway positively affected Norwegian upper secondary school students’ English listening proficiency. In contrast, not sufficient exposure to media negatively influenced Chinese upper secondary school students’ English listening proficiency.

CHEN Xue (female) is an Associate Professor at Department of Foreign Languages, Jilin Normal University (China) where she directs graduate students’ program in English Pedagogy. In 2013, she was a visiting researcher in Oslo University, Norway. Her research interests include English Pedagogy, Second Language Acquisition and Psycholinguistics. She has published many papers in different academic journals. The recent co-edited book is entitled Applied College English Viewing Listening and Speaking Course. She is now in charge of two projects sponsored by Ministry of Education of Jilin Province: Strategies of High School English Classroom Teaching; Educational Equality between Urban and Rural Compulsory Education.

E-mail: naomi5582@163.com
Application of the International Video Conferencing Class in English Teaching Based on the COIL Paradigm

Xueyuan Zhang

COIL, or collaborative online international learning, is a newly emerged paradigm for teaching and learning that is designed to develop students’ global awareness and cross-cultural competence, which is not online courses and cannot take place on a single campus (Villela, 2014). This paper is based on the implementation and evaluation of an international synchronous video conferencing class in International Business English, between Inner Mongolia Normal University with which the author works, and Fayetteville State University, a constituent institution of the University of North Carolina, in the United States. This international joint class is made possible by the internet and a telepresence system—Polycom. The instructors from both universities partnered in designing the shared syllabus and co-taught the course, taking turns to give lectures on a topic basis, and assisting students with their discussions and presentations—the COIL paradigm. Students from both sides could also interact with each other both in class and after with e-mails and social network applications. In this study, qualitative data was collected through observation, the author’s self-reflection after teaching, individual and group interviews of the students, as well as students’ reflective reports. Through analysis of the data, the paper examines the implications and effectiveness of applying international synchronous video conferencing class in the teaching and learning of English based on the COIL paradigm.

Xueyuan Zhang

Educational Background:
Aug. 2007—May 2009 University of Hawaii-Hilo (USA) Master’s Degree
Major in: China-US Relations;
Sep. 2003—Jun. 2007 Tianjin Foreign Studies University Bachelor’s Degree
Major in: English (International Business);

Working Experience:
Jul. 2010—present Instructor at Inner Mongolia Normal University;

Achievements:
An Analysis of Interpersonal Meanings of Modality in Legal English — a Case Study of Court Argument
Yakun Wei

The use of modality expressions is one way to achieve interpersonal meanings (Hu, 2008) which concern speakers' judgments of effectiveness of their propositions, required obligations for the listeners and personal wishes in their proposals. Modality has been studied by many scholars from the perspective of the Systemic Functional Linguistics (SFL). By studying modality at the word level, J. R. Martin (1995: 30) put forward five types of evaluation of behaviors, which belong to Judgment subsystem in the Appraisal Theory (AT). Martin and White (2005: 52) indicated that “With Judgment, we move into the region of meaning construing our attitudes to people and the way they behave.”

The purpose of this study is to explore how judges and lawyers use modal expressions to construct interpersonal meanings, particularly evaluating human's behaviors, in American Oral Arguments from the perspective of AT in general.

In order to study the characteristics of modal expression use by judges and lawyers, I established a small legal language corpus by selecting 30 oral arguments from the Supreme Court of the United States. Since the main focus of this study is modality, those modal expressions which occurred were coded and classified into different groups according to their speaker, type, and value with the help of Wordsmith 6.0.

For the quantitative analysis, this study will employ Statistical Product and Service Solutions to do some chi-square tests. For the qualitative analysis, I will use examples from the arguments and analyze the interpersonal meanings conveyed by the modality based on the AT.

The quantitative analysis has found that the judges and the lawyers differ significantly in their use of modal values, Judgment types in general and expressions of individual Judgment types.

This study will be meaningful for exploring the characteristic of legal language.

Yakun Wei is a postgraduate student in the school of foreign languages of Northwestern Polytechnical University. My major is Applied Linguistics. This paper I submit is conducted with the help of my supervisor in China and my supervisor in Karlstad University, Sweden. This study is also supported by Graduate Starting Seed Fund of Northwestern Polytechnical University. My E-mail address is 379504673@qq.com

Early Starters Disengaged in Academic Writing: a Case Study in China
Yamin Qian

This research takes academic writing as a situated social practice, through which learners learn to position themselves and others in imagined and/or real communities. EFL academic writing is unique in that learners live in a L1-dominant society. Studies agree that L1 and L2 academic writing are culturally embedded (Bae & Bachman, 2003; Gentil, 2005; Haneda, 2005), and learners’ L2 writing is significantly related to their L1 writing experiences (Manchon, 2009). Based on the data from 89
third-year EFL university students’ narrative writings and a survey, this presentation discusses on question: How do early starters become disengaged in academic writing? The data set includes the 89 participants’ writing pieces, the course materials, the researcher/instructor’s reflective teaching journals, students’ presentation power point, students’ self-evaluation of their three-draft book review, informal interviews, and semi-structured interviews. Students’ writing pieces includes (1) one narrative writing on their history of academic writing, and (2) a three-draft book review. Mixed coding analysis was used to analyze the main data: narratives. The closed codes were the following three: (1) historical engagement with writing practice, (2) continuation or discontinuation with writing practice at university, and (3) engagement with English writing practice. The open codes emerged from each category, from which patterns were identified and carefully examined. The findings unfolded a general history of writing. The participants were active writers at an early age, and were awarded at different levels at elementary and junior high school, yet became reluctant in writing at senior high school. At university, they enjoyed the freedom of choosing writing topics and genres with which they felt the most relevant to their life, yet still felt disengaged with English academic writing. Most significant from the findings is both the local and global discourses still exert influences on their choices and attitude of academic writing.

Dr. Yamin Qian is interested in critical sociolinguistics, EFL academic writing, multiliteracies, Model Minorities in North America and sociology of education.

2-PP-812-2

How to Embrace Our Creative Selves to Incorporate Fun and Freshness in Teaching?

Yan He

In this paper I will focus on what teachers can do to incorporate fun and freshness in teaching by embracing our creative selves. To experience the power and joy of creativity gives us more passion for teaching and encourages us to create more opportunities to engage the minds of the students in the class. As we all know, planned lessons are necessary to ensure the orderliness of the class, yet my experience explains that making much of spontaneously inspirational thoughts on teaching also helps bring out our creative selves and add more fun to teaching. I will present three examples to illustrate this point. The first happened on my way to the poetry class on a rainy spring morning this year. It was wet and chilly and the road was covered with leaves of red and yellow. Because the topic of the recent classes is rhyme and rhythm, I started to figure out a few verses about how I felt about the sharp drop of the temperature while walking on the road. I kept saying aloud and changing the words and finally 3 lines were worked out. WHAT WEIRD WEATHER, OVERNIGHT BACK TO WINTER, RAINY AND CHILLY ALL DAY, _______. I saved the last line for the students to come up with their own rhymed verses. The only requirement is that the last word must include the vowel [ei] to achieve end rhyme. It turned out that they were interested in this exercise and became very creative. I asked them to share their verses with group members and read aloud before the class. It was much fun listening to their wonderful verses: I CAN’T GO OUT TO PLAY; TEN HOURS IN BED I STAY; RAINDROPS PLEASE GO AWAY; I DON’T WANT IT THIS WAY; I EXPECT THE SUN IN MAY; I’M TREMBLING ON MY WAY; “STAY IN BED!” MOM, PLEASE SAY… In this way we practiced the use of
end rhyme and after that I continued on this topic and presented more poems as planned. So this spontaneous thought served as a good warming-up exercise to add fun to the class and I also praised the students for their originality. There are 2 more examples to support this point. Finally, I will make some comments about how to tap the source of our potential power and renew a passion for teaching.

Yan He is an associate-professor of the School of Foreign Languages at Shanghai Jiaotong University. She has been teaching college English for about 20 years and in recent years focused more on teaching English poetry with the hope that this new learning experience will give the students more insight into English as a foreign language. In 2002 she went to the United States to teach Chinese at Highline Community College in the state of Washington. After she came back one year later, she continued her work of teaching college English.

A Survey Study of Discourse Fluency by Chinese EFL Learners: an Acoustic Approach
Yan Hua

To speak fluently in English is the ultimate goal of EFL learners, hence discourse fluency, an important index of oral competence, has been a significant topic in SLA filed. This paper reports an empirical study of the discourse fluency by 40 Chinese English Majors (M=20, F=20) with reference to 4 standard RP speakers (M=2, F=2) from 4 dimensions (speech rate, disfluency features, chunking pattern and rhythmic pattern). The effects of gender and overall English proficiency are also investigated as so to find out the role of learner factors in the acquisition of L2 discourse fluency. The data were collected in the phonetics labs in China and UK respectively and analyzed acoustically via Praat software and statistically via SPSS. The results reveal there are systematic similarities and differences in the discourse fluency between native and nonnative speakers, between male and female EFL learners as well as between individual EFL learners, but there is no statistically significant correlation between the subjects' discourse fluency and their overall English proficiency, indicating the unfavorable patterns of discourse disfluency in L2 oral proficiency. These findings shed light into the oral features of China English and provide implications for oral English teaching in China.

The Effect of Output Task Types on Noticing and Acquisition of L2 Lexical Items
Yan Huang

Motivated by the Output Hypothesis (Swain, 1993, 1998, 2005) and hitherto the limited and inclusive empirical evidence regarding the noticing function of output (e.g., DeKeyser & Sokalski, 1996; Izumi, 2002; Uggen, 2012), this study attempts to identify some constraints and potentials for output-driven learning by examining the effects of output task-types on noticing and the subsequent acquisition of L2 lexical items, and whether L2 proficiency would mediate the task effects.

327 Chinese students, enrolled in college English classes at two levels, took part in the study.
students at the same level were randomly assigned to a control group (CG) and four experimental groups (EGs), namely, a guided essay-writing group (GW), a reconstruction group (RC), a back-translation group (BT) and an enhanced retelling group (ER). After being exposed to the same input material, the EGs were given opportunities for written output whereas the CG was asked to perform input-based activities. The four output tasks differ mainly in the extent to which they are form-focused, thus triggering different amounts of attention from the learner. The task was followed by the second exposure to the same input material. The participants’ allocation of attention to the lexical items was examined by the retrospective interviews and vocabulary posttests tapping different aspects of lexical knowledge both immediately and one week after the treatment. The results showed the following trend regarding the task effects on the acquisition of collocations: ER > BT > RC > GW ≈ CG. As for word gains, however, the ranking of task effects was as follows: ER ≈ BT ≈ RC > GW > CG. L2 proficiency didn’t influence the task-type effects. The results indicated that the efficacy of output was influenced by the features of tasks, the salience of the linguistic forms and the learner's awareness of their linguistic limitations.

An Empirical Study on the Micro-lecture Based “Flipped Classroom” Teaching Model — Take College English Writing Class in Southeast University as an Example

Yan Huang

As a response to the call for technology-enhanced learning environment, the new teaching resources “Micro-lecture” and the teaching model “Flipped classroom” have drawn much attention from both the research and practice communities. The birth of “Flipped classroom” teaching has thus set off a storm of educational evolution around the world. However, very little research has focused on flipping the classroom at the collegiate level, especially in the field of Humanities and Social Science. Whether and how this new teaching model can be adopted in College English Teaching has become the focus of FLT researchers in China.

This paper presents the implementation process of applying the micro-lecture based “flipped classroom” teaching model in College English Writing class over one semester. The aim of this paper is to analyze both the feasibility and efficiency of this pioneering work based on survey results. In the survey, two sets of questionnaires need to be completed by the students at the first and last writing class respectively. Finally, a general conclusion of design principles of “flipped classroom”, which are extracted from the survey results, and recommendations for future research will be provided at the end of this paper.

Huang Yan is a postgraduate student from Southeast University, China. My major is Applied Linguistics, so I am very interested in this field, especially in SLA and TESOL. During my postgraduate period, I have attended a lot of Domestic and International Conference related to my major, for example, the 5th International Conference on Language Education Policies, the 7th Academic Forum of Linguistics, Jiangsu Province, China, etc. I have to say that I do learn a lot and I really enjoy having the chance to participate in those conferences. So, likewise, I sincerely hope to attend this large and influential conference. Thank you!
The Discussion of Guizhou Minority College Students' English Learning Obstacles

Yan Jiang

Guizhou minority college students are mostly from outlying areas in which the educational resources are backward, and therefore their English learning is more difficult. In the teaching process, based on attribution theory, teachers can explore Guizhou minority students' English learning obstacles from the aspects of language transfer, cultural identity and emotional factors, and, through the comparison of minority languages and English, guide the minority college students to breach English learning barriers, so as to improve their cognitive ability and optimize the effect of English learning. Especially, teachers should make flexible use of the positive transfer, try their best to avoid negative transfer from their mother tongue and let the minority college students grasp the expression of their native language, English, Chinese, and their similarities and differences in sentence structure to effectively eliminate the English learning obstacles.

Yan Jiang is the Dean of School of Foreign Languages, Anshun University, Professor.

Applying Lexical Approach to Teaching Oral English in China

Yan Qi

Lexical approach is regarded as a new paradigm in oral English teaching practice, characterized by the emphasis of lexical chunks which are prefabricated word strings between grammar and vocabulary. This study aims to investigate the efficacy of applying lexical approach to oral English instruction for non-English majors in China. 166 freshmen, divided into two groups – the experimental group (EG) and the control group (CG) – participated in the study. The EG got the special treatment on chunk learning while the CG received the same amount of traditional instruction. The comparison is made in terms of chunk knowledge, oral fluency and oral proficiency. The results indicate that the EG significantly outperformed the CG in chunk accuracy and variety, spoke more fluently and scored a little higher than the CG. The findings contain some pedagogical implications for second language chunk acquisition and oral instruction.

Qi Yan is an associate professor in the Department of Applied Foreign Language Studies at YanHuang is from Nanjing University, Jiangsu, P.R. China. Her research interest lies mainly in the area of second language acquisition. Her current research focuses on how to apply chunk approach to tertiary-level oral English instruction in China.
Critical Listening: Rationale, Framework and Implementation

Yan Wang

After reviewing the theory and practice of critical listening in first language education and research abroad, the author defines the concept of critical listening and analyzes its characteristics in second language listening contexts. The author then proposes a cognitive framework of critical listening. This framework consists of two levels. At the first level are the meta-critical thinking skills, which play the roles of planning, examining, regulating and evaluating in the process of critical listening. The second level consists of perception, comprehension, interpretation, analysis, evaluation and inference. In this article, a process-based, CT-oriented model of teaching second language listening is also offered.

Yan Wang is an Assistant Professor of English at Nanjing University. She received her doctorate in Applied Linguistics from the same university. Her research has mainly centered on second language acquisition and second language teaching. Her recent publications include “Teaching and Researching English Listening” (2012) and “Constructing a Model of Listening Comprehension Ability for Non-native English Learners in China” (2014). Her current research interests include academic listening of second language listeners and how critical listening promotes language communication ability in the process.

A Dynamic Assessment Approach to L2 Identity Development in E-mail Communication

Yan Zhao

With a Dynamic Assessment perspective, this qualitative case study examines how EFL students writers’ identity develop in the social context of e-mail communication with an English native speaker who serves as mediator in Dynamic Assessment. This paper examines 128 e-mail messages over a semester between twelve EFL undergraduate students and their former Oral English teacher who is an English native speaker living in USA during that period. To examine how Dynamic Assessment translates into EFL undergraduates’ investment in L2 selves, the written discourse analysis is based on the principles of identity construction through interaction. The results show that these EFL writers are negotiating their sense of self in struggles, and their identities are socio-culturally constructed with the help of the English native speaker as mediator.

An Ethnographic Study on Foreign Language Teacher Cognition and Classroom Practices Within Curriculum Innovation in a Chinese Secondary School

Yan Zhu

This article reports on a four-year-long ethnographic study on a foreign language curriculum innovation project – Danyang Project, at a Chinese secondary school. A total of 10 teachers, who
taught 12 project classes estimating 697 students, participated in the Danyang Project. A focal informant Marian (pseudonym) was selected and traced across 5 stages of the project to answer four research questions: (1) What changes took place in the Danyang teacher's cognition? (2) What changes took place in his/her classroom practices? (3) What relationship is there between the changes in the teacher's cognition and changes in his/her classroom practices? (4) What factors influenced the teacher's implementation of the Danyang Project?

Drawing on ethnographic field notes, interviews, classroom observations and teaching journals, this study depicted the idiosyncratic attributes of teacher cognition and classroom teaching practices at 5 different phases of the project: the pre-project stage, the top-down stage; the bottom-up stage; the exam preparation stage; and the post-project stage.

The findings reveal that the 4-years-long innovation project was a non-linear, complex process, which is in alignment with principles of Dynamic Systems Theory: (1) The project teacher's cognition changed in accordance with the goal of the innovative project, but the trajectory of change was much more tangled and complicated than what was initially expected. (2) Changes in the project teacher's teaching practices roughly took on an 'N' shape. (3) Consistency between teacher cognition and classroom practices was found at the pre-project, the bottom-up and the post-project stages. And at the top-down and the exam stage of the Danyang Project, the changes in the teachers' cognition did not conform to the changes in her classroom practices. (4) Teacher's implementation of curriculum innovation was influenced by intra- and inter-personal factors.

Dr Yan Zhu is lecturer of College of Foreign Languages and Literatures, Fudan University. She graduated with a PhD from Shanghai International Studies University, 2015. Her research interests include foreign language curriculum innovation, teacher education, classroom interaction, and task-based language teaching.

An Exploration of a Model of EFL Collaborative Learning for the Discussion Forum of MOOC Edx
Yang Fang

MOOCs emerge as an open online education model nowadays. Meanwhile, they also meet the need for collaborative learning against the background of modern education. This paper aims at exploring a model of EFL collaborative learning based on the discussion forum of a course on MOOC edx-- English Conversational Skills which enrolls learners with diverse L1s. In the model, discussion forum serves as a learning community in which learners are the main participants of learning activities and teachers are supporters and monitors. With an efficient and flexible communication pattern, this model contributes to a highly interactive teaching environment. The processing of this model is characterized as: 1) e-discussion by sending, receiving, following and reviewing posts in English 2) externalization of encyclopedic knowledge relevant to discussion topics; 3) elicitation of course-related knowledge from peers or teachers; 4) establishment of consensus that leads to collaborative construction of foreign linguistic and cultural knowledge based on the integration of ideas; 4) sharing and acquisition of knowledge in lasting ELF communication.

From the feedback of learners, EFL collaborative learning model brings forth a novel education
experience that reflects cognitive, social and teaching dimensions. Compared with traditional classroom instruction, this model is more advantageous for the following reasons. Firstly, both teachers and learners can act as the provider and evaluator of teaching resources for a better understanding of course contents. Secondly, a cycle is created by this model, where language input and output enhance each other. On one hand, output in interpersonal interactions call for the demand of input. On the other hand, sufficient input promotes the output for public comments. Thirdly, this model helps learners increase the depth and range of EFL learning during language use. It also enlarges the communication circle, since posts as a kind of medium can be sent to a large audience. In this sense, it makes reception and transmission of messages more effective.

In general, collaborative learning model for discussion forum of MOOC edx stimulates learners' autonomy, positivity and creativity, enabling them to experience the instrumental and humanistic value of English.

Early Parent-child Reading: an Experimental Study for Developing Chinese Children's Bilingual Competence
Yang Feng

This study proposed a new method: Early Synchronous Bilingual Picture Books Reading (ESBR) that chooses the Chinese-English audio bilingual picture books and employs the parent-child intensive reading mode of repeated audiovisual point reading-imitate reading printed word intervention. In addition, an eight-week ESBR experiment with 40 four- to five-year old children participants that lasted 30 minutes per day shows that this approach is able to cultivate the preschoolers' reading interest and habit effectively and economically, improve their bilingual cognitive ability and the competence of reading comprehension and expression, practice and master the standard pronunciation, the average percent of mastered Chinese and English words and sentences in the picture books are 58% and 27% respectively and increased 49% and 23% respectively compared with the pre-test; the recognizing of Chinese characters can enhance synchronous acquisition of the corresponding English words, the determinants of reading effect are the parents’ awareness of early education, family reading environment and the selected reading materials and reading methods.

Yang Feng (1993-), a third year PhD student of in the Faculty of Arts and Education at The University of Nottingham Ningbo. Research field: preschool bilingual education. Title of PhD dissertation: Early Parent-Child Reading: An Experimental Study for Developing Chinese Children’s Bilingual Competence.

A Class to be Remembered — Designing Language Courses that Facilitate Long-term Learning Outcome
Yang Liu

It has been a dilemma for busy teachers to balance between heavy teaching load and the never-
ceasing echo for constant professional growth. It is not hard for teachers to find that following through revised curricula and syllabuses without much compromise is already doing a good job. As for those who seek to do better, they attempt to integrate the emerging and trendy methods into their day-to-day classroom teachings; and for those who are born to be teachers, they keep seeking ways to add personal charm to stir the peaceful classroom atmosphere with some laughters. After all, good teachers love teaching and share the sense of responsibility to pass on knowledges and values to learners in hope of leaving a lasting impact. Behind all the busy and fancy classroom presentations, however, where all the efforts lead to, what have been actually passed on, and what our learners have truly learnt are questions that are worthy for teachers to pause for reflection.

This paper is to propose that in regard to a learner centered approach, language courses could be designed with an awareness of facilitating long-term learning outcome in language learners. This paper presents several cases of language courses that facilitated long-term learning outcomes in learners’ learning experiences, and further elaborates one experimental case study of one language course design that integrated a classroom activity that targeted at facilitating long-term learning outcome. The finding is that language course that was designed with an awareness of facilitating long-term learning outcome helped learners to acquire more language knowledges and skills, and to achieve a high sense of achievement as well as a good sense of satisfaction from course study.

Further studies are suggested to carry out comparative experiments and to collect feedbacks to monitor the learning outcome with an extended time period.

Yang Liu is currently a lecturer of English Education department at Mongolia International University. She served as the vice principal of Mongolia International School in the past three years. She taught English as a foreign language for six years and Chinese as a foreign language for five years in Mongolia. She received her M.A. in TESOL at Mongolia International University. Her research interests include: teaching methodologies, teacher training and intercultural awareness in language teaching. Please contact Yang Liu at sunnyliu@miu.edu.mn.

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A Comparative Study of English Textbooks at Junior High Schools in China, Japan and Korea
Yanglu Xia

English materials are the carrier and basis of the implementation of English education. Good materials can be conducive to the interaction between teachers and materials, between students and materials as well as between teachers and students. In terms of English materials writing, China should not work behind closed doors. We should make reference to that of other countries. As East Asian countries, China, Japan and Korea have something in common such as culture. They are all non-English speaking countries and have their own languages which are quite different from English in pronunciation, syntax and writing system. Besides, China, Japan and Korea are similar in English education system for the regular English teaching starts from the third grade of primary school. These similarities in China, Japan and Korea lay a foundation for the comparative study. This study, based on the contrastive study of English textbooks at Junior High Schools in China, Japan and Korea, makes a deep analysis of the similarities and differences, merits and demerits and reasons in
middle school English textbooks among them. In this paper, the comparative analysis is mainly made from two levels: the microscopic level and macroscopic level. At macroscopic level, similarities and differences will be found in materials writing system, materials topic selection, materials contents and insets. At microscopic level, the in-depth comparative analysis will be conducted on language knowledge (pronunciation, vocabulary, grammar included), language skills (listening, speaking, reading and writing), affective strategy, cultural awareness and learning strategy in order to find out similarities and differences and merits and demerits in English Textbooks at Junior High Schools in China, Japan and Korea and to give some valuable and constructive suggestions to improve the compilation of middle school English textbook of China.


Main research achievements: edited and published five cultural materials as a co-author with my supervisor, Professor Huang Jianbin (editor in-Chief) including ‘Wanna Know Australia and New Zealand, Just Read it’ and ‘Chinese Culture Reading in English Series’.

Formative Assessment in a Test-Dominated Context: How Can Test Practices Become More Productive
Yangyu Xiao

In recent years, increasing attention has been paid to the roles that assessment plays in promoting learning. While formative assessment is considered to be a powerful device for improving student learning, its learning potential has been less extensively explored in contexts where summative assessment dominates, as summative assessment is considered to undermine the effective implementation of formative assessment. The current paper explores the potential to use tests formatively in a test-dominated context (i.e. formative use of summative test or FUST). The study adopted a qualitative approach, collecting data from three classes in a Chinese high school through classroom observations and interviews. Findings revealed that tests were used to a certain degree to improve student learning through test follow-up strategies. Situated in a context dominated by high-stakes tests, the current study provides a contextual perspective of formative assessment and contributes to the understanding of how summative assessment may be used formatively.

Interlanguage Fossilization in Adults EFL Writing: Cohesive Devices and Parts of Speech
Yanmei Yu

This study investigated the writing of adult EFL learners in college training programmes, who are either required to pass IELTS or interview of foreign universities to continue their study in foreign countries. The investigation focused on the subjects’ use of cohesive devices and grammatical structures as these are the major grading criteria of writing tests. Through analysis of learners’
writings, it was found that with explicit training cohesive devices turned out to be not so easily fossilized while grammatical structures, especially words’ parts of speech tend to be fossilized. Based on the finding, it is recommended that for adult language learners, more emphasis should be laid on those easily fossilizable structures in language learning.

Yu Yanmei finished her postgraduate study in Nanjing Normal University in 2004. After that, I have been engaged in English teaching for eleven years. During this period, I finished ESL teaching training programme of UBC, Canada, and was granted Certificate in Advanced English Language Teaching in 2006. Currently, I am engaged in adults English training, especially exam-oriented language training.

A Mixed-method Study of Language Learning Classroom Anxiety and Multilingualism of Malaysian Undergraduates

Yanyan Yang

This study aims to investigate the link between second language learners’ language learning classroom anxiety (LLCA) and multilingualism. More specifically, this study attempts to address the gap in previous studies by exploring the underlying factors of LLCA and investigating how the level of multilingualism linked to the factors of LLCA in the Malaysian context. Employing a mixed-methods approach, the quantitative phase of the study involved administering a questionnaire adapted from the Foreign Language Classroom Anxiety Scale (Horwitz, 1986) to 307 Malaysian undergraduates. The qualitative data were obtained from the responses to the open-ended questions in the questionnaire and an interview with six students. Exploratory Factor Analysis, Discriminant Function Analysis, and t-tests were employed to analyse the quantitative data and thematic analysis to qualitative data. Four factors of LLCA were identified: 1) low self-confidence in speaking English; 2) worry about failing English class; 3) lack of physiological symptoms and fear of negative evaluation, and; 4) fear of ambiguity in learning English. The identified factors are similar to the findings of previous studies (e.g., Thompson & Lee, 2013). However, the factor of lack of physiological symptoms and fear of negative evaluation can be considered unique to the participants in this study. The comparison of the LLCA profiles between students of different levels of multilingualism show that each level of multilingualism has a distinct LLCA profile. The factor of low self-confidence in speaking English predicts the membership of the groups most significantly. The findings of this study may guide language practitioners in developing appropriate learning and teaching procedures that can address learners’ anxiety in English language classes and sheds light on the field of research on LLCA and multilingualism. More importantly, the study shows that students with different levels of multilingualism experience LLCA differently where this also has pedagogical implications.

Yang Yanyan is a postgraduate student in Masters in English as a Second Language (MESL) program at the Faculty of Languages and Linguistics, University of Malaya. Yang Yanyan graduated from Xi’an International Studies University with a B. Arts, in English Education.
The Role of Scaffolding in Language Learning in University English Writing Tutorials
Yao Zhou

Over the last few decades, researchers have done extensive studies on both scaffolding and the effect of various forms of feedback on EFL writing revision. But not enough attention has been paid to their connection. In order to find out to what extent scaffolding improves the writing quality of EFL student and how scaffolding can benefit novice teachers in EFL writing, this longitudinal case study draws on Vygotsky’s sociocultural theory, based on analysis of the recorded conversation between a tutor and five English major freshmen during their weekly EFL writing tutorial over a semester, their interview as well as tutorial journals. Meanwhile the tutees’ drafts were rated holistically, and draft-to-draft changes were calculated from text changes. Data analysis revealed that scaffolding, a dynamic form of interaction between teacher and student, functions in their negotiation at both linguistic and content levels. It was also observed that the level of uptake among students is higher when teacher suggestions are direct and when learners actively participate in the conversation. Besides, the reciprocal benefits of scaffolding on tutor’s part have some pedagogical implication for tutor training. These findings suggest that scaffolding can be incorporated in EFL writing pedagogy as a method to improve both EFL learners’ overall ability and EFL novice teachers’ teaching skill.

Zhou Yao is MA student in linguistics at the English Language and Literature Department of Wuhan University. Before study for her MA degree, she had two-year work experience as an oral English teacher at New Oriental School in Wuhan. Her research interests include second language learning, EFL teaching, scaffolding, etc.

The Effects of Working Memory and Planning Time on Chinese EFL Learners’ Argumentative Writing
Yawen Han

This article investigates the interaction of working memory capacity and planning time on Chinese EFL learners’ argumentative writing. The participants were 90 intermediate learners from a university in China. In addition to completing a computerized version of a reading span test as a measure of working memory capacity, the participants were asked to write an argumentation in two conditions: with pre-task planning time and without pre-task planning time. Three aspects of writing were assessed: fluency, accuracy and complexity. Statistical analyses conducted with the data indicated consistent effects for working memory capacity and planning time on the three aspects of argumentative writing. The interaction between the two independent variables on fluency and accuracy was found as well. From these results, a number of implications for how planning time influences the role of working memory capacity in L2 writing are presented.

Dr.Yawen Han, Associate Professor in Applied Linguistics, Nanjing Tech University
Digital Literacy as an Approach to Teach Essay-Writing Among PPISMP TESL Students
Yee Bee Choo

Our students in twenty-first century are highly digital literate. The widespread use of technologies such as smart phones, tabs and so on have influenced the way they learn in reading and writing. Students nowadays prefer literacy in digital rather than print form. Teaching writing is challenging as students often find it boring and tedious if it is taught traditionally. Therefore, teachers need to incorporate technology into teaching writing. This study explores the use of digital writing to motivate students to write and share their ideas with others. In a case study of sixteen students, a qualitative method is adopted. Through the analysis from students’ work and interview, the findings illustrate a clear preference by the students towards digital writing approach than the traditional writing in print form. This learning encouraged more writing process on the part of students with others and in turn, encouraged a collaborative learning environment and their motivation in writing.

Yee Bee Choo is a lecturer at the Institute of Teacher Education Campus Tun Hussein Onn, Batu Pahat, Johor, Malaysia. She completed her Masters at Universiti Teknologi Malaysia and her research interests are grammar and literature. Currently, she is a PhD candidate in Universiti Teknologi Malaysia.

Workplace Learning of Tertiary EFL Teachers in China: a Case Study in Yunnan Province
Yi Xu

This paper describes two studies into tertiary EFL teachers’ workplace learning in China. The preliminary study aims at exploring tertiary EFL teachers’ workplace learning activities and influencing factors. The follow-up study inquires tertiary EFL teachers’ workplace learning process, their participation in workplace learning activities, the effect of influencing factors, key features of their workplace learning and the effect of workplace learning on their professional development.

Data of the preliminary study are collected in sequence of exploratory interviews, a questionnaire survey and a group interview; and in-depth interviews are adopted in the follow-up study. Participants of questionnaire survey are three hundred and twenty-one tertiary EFL teachers from nine universities. Fourteen of them are selected as interviewees. Among the fourteen teachers, three are selected as exploratory interviewees, six as group interviewees, and five as in-depth interviewees.

Results show that teachers can learn from a variety of workplace learning activities, which can be categorized as teaching reflection, reading reflection, research reflection, educational technology learning, and collaborative learning. Teachers’ workplace learning is affected by teachers’ personal factors, teaching environmental factors, educational environmental factors, and social environmental factors. Among them, teachers’ personal factors and teaching environmental factors have remarkable effect on tertiary EFL teachers’ workplace learning.

The results reveal that tertiary EFL teachers commit themselves to workplace learning throughout their career lives, their workplace learning takes place during teaching and research activities, teachers’ teaching practice and reflection are its core process. Tertiary EFL teachers’
cognition and their working context are closely related to each other, and both are vital in their workplace learning. The findings suggest that tertiary EFL teachers’ workplace learning has the features of interactivity, timeliness and unpredictability. Workplace learning can help tertiary EFL teachers acquire pedagogical knowledge and research skills, broaden teachers’ cognition, and improve teaching autonomy.

Yi Xu is a research fellow and an associate professor at Foreign Language School of Yuxi Normal University, Yunnan, China. She graduated from Shanghai International Studies University in March 2015, where she received her doctorate, and her PhD dissertation focuses on EFL Teacher Development. Her research interest is EFL Teacher Education and Development, and she has published 12 research articles in Chinese journals of FLT and hosted 2 projects granted by Yunnan Provincial Government within this domain.

Research on Pronoun “it” in English Discourse for Science and Technology
Yi Zhang

Based on the cohesion theory of systemic functional grammar, this study analyzes the frequency, common lexico-grammatical patterns and functions of pronoun it appearing in English for Science and Technology (EST) discourse. The study employs a self-designed corpus made up of 60 articles selected from Science and Nature between August 2014 and March 2015. The results show that the overall frequency of it in EST discourse is 1.42 per 1,000 words. The percentage reaches 88.29% when it is used as subject. It mainly appears in three patterns: system structure, passive voice and verb object structure, and the percentages are 40.86%, 31.71%, and 15.71% respectively. As impersonal pronoun, it is mainly used as an anticipatory word to replace the real subject in the following text; as personal pronoun, it is usually used to create references in order to make the texts cohesive. This study also investigates application of it in the different parts of research articles, namely abstract, introduction, literature review, research method, results and discussion, in order to provide reference for reading and writing research articles.

A Three-dimensional Conceptual Framework for the Development of English Majors’ Critical Thinking
Ying Gao

The significance of critical thinking has been widely acknowledged, which gives rise to flourishing explorations on how to foster learners’ critical thinking ability. Scholars in China have also been aware of the importance of critical thinking and the comparative deficiency of English majors’ critical thinking ability. Thus, improving English majors’ critical thinking ability has been one of the consensuses and the research focuses in the field of foreign language education. Some studies begin to discuss how to instruct critical thinking in English language teaching. However,
reflection on the various studies suggests that a systematic development framework from multi-
dimensions is in desperate need. Cultivation of critical thinking ability constitutes a complex process
of making the best use of students’ in-class and out-of-class experiences. It involves joint efforts of
the language institutes, instructors and students. Therefore, by taking into consideration the features
of English majors in China, a macro-framework is proposed on basis of Elder’s (2005) Professional
Development Mode, Alnofaie’s (2013) Framework, Terenzini et al. (1995)’s General Conceptual
Mode and a synthetic analysis of the literature concerning critical thinking intervention studies at
home and abroad. This three-dimensional framework aims at building a critical thinking culture
immersion in students’ entire learning experiences as a way to guide the development of their
critical thinking ability together with their improvement in English major study.

Gao Ying, Ph D in Linguistics, Professor of English in School of Foreign Languages, Northeast Normal
University (NENU), China.
Vice dean of School of Foreign Languages, NENU;
General secretary of Foreign Language Association of Jilin Province, China;
Visiting scholar in University of Cambridge (2009-2010) and University of South Australia (2005).
Area of research covers applied linguistics, intercultural communication, second language acquisition
and discourse analysis.
Major publications include a monograph, 3 textbooks and 20 articles.
She has hosted over 10 research projects and has received several provincial awards for research
and teaching. After working as an English teacher for over 27 years, she is quite experienced in teaching
university level EFL students.

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What Might be the Antecedent Factors of Flow Experience in Foreign Language Reading?
Ying Hou

It has been proposed that the flow experience substantially depends on clear goals, immediate
and unambiguous feedback, and a balance of challenge and skill. This research attempts to find out
whether they can be the determinants of flow experience in foreign language reading settings. If not,
what the other possible factors might be and whether they have different effects on flow experience
in terms of the occurrence, intensity and frequency. Both qualitative and quantitative methods were
employed on a sample of 140 Chinese college students to measure the flow experience. The findings
indicated that intrinsic motivation and enjoyment of the reading could be the additional crucial
factors leading to flow experience apart from the factors mentioned above. Besides, the extent to
which their respective effects on flow experience vary between individuals. The implications and
limitations of this study were discussed.

Ying Hou, an associate professor in the foreign languages department of Beijing Sport University,
Beijing, P.R. China. Her research centers on the field of second language acquisition, in particular the
relationship between affect and English language learning. She was in charge of the project named “An
experimental study on sports majors’ extracurricular pleasure reading program” sponsored by Beijing
Sport university. She has published 12 academic papers in the area of English language teaching.

Encouraging Students to Speak English by Using Multimedia Technologies
Ying Huang

Little interest in speaking English is a common phenomenon among Chinese college students and a major problem for English teachers. It can’t be denied that in China we can hardly find somewhere for us to use English in real life, but with the development of technologies, we can create a better language environment and the key for the solution is to engage the students in the activities. In order to make the students more actively involved in oral English practice, several techniques are tried in the teaching process and the result may be enlightening to others.

Ying Huang (1971—), a lecturer with Northeast Normal University, focusing on college English teaching. I have been working in Northeast Normal University as a college English teacher since I graduated in 1997. I am interested in college English teaching practice. I have ever presided and attended several school projects.

The Talk Show Phenomenon in China
Ying Liu

In the 1990s, talk shows became the most popular genre on American TV, citing in particularity of Oprah Winfrey (Andrew Tolson, 1991). Driven by the search for diversified programming, Chinese TV stations are resorting to cloning, or the selective coping of TV formats, whereby the Chinese attempt to localize successful overseas programs. One startling example is the program ‘Tell It Like It Is,’ (Shi Hua Shi Shuo) on CCTV-1. This program has a talk show format similar to the ‘The Oprah Winfrey Show’. Another typical example is the program hosted by Chen Luyu. Chen Luyu is an unlikely revolutionary. Known as “China’s Oprah,” the 35-year-old mainland-born TV star’s live-audience talk show, “A Date With Luyu,” is pushing the envelope of the Chinese small screen. Featured on the Hong Kong-based Phoenix Satellite Television channel, Chen’s program brings the lives of ordinary people and celebrities into the living rooms of Chinese city dwellers, and has revolutionized China’s once stodgy TV scene in the process.

There are times when you would like to quit talking or reading, and just sit back and listen to what people say so you can just shoot them sly smiles, laugh at them, or even scream at ridiculous opinions. If those are the moments you enjoy, then ‘Qiangqiang San Ren Xing’ is the show for you.

The paper aims to offer a quick snapshot of talk show phenomenon today in China. The appearance of the talk show phenomenon in China, and its impact, origins of its saga will be studied in this paper. It’s beyond doubt that CCTV, Phoenix’s flagship Chinese Channel ranks second only in popularity to CCTV-1, and ahead of all the other CCTV channels as well as, all of them empathize with but which have a fresh and distinctive flavor to talk-shows. The three representative talk show
programs and their anchors mentioned above have become a household story. Talk show culture was enormously popular with Chinese of all ages and economic backgrounds, partly as an entertaining freak show and partly because it represented a release from cultural restraints. Some talk shows purported to offer a populist, and political culture in China at the turn of the 21st century was shaped in part by media talk shows. As long as people turn on a TV set, they can watch talk show without any difficulty. Besides, it would seem that some city dwellers are entertaining themselves with inter-net talk shows. Internet chat rooms provided an instant, global conversation with unpredictable partners and outcomes. Killing time in an internet chat room for most web fans has become a indispensable hobby since they share the same interests with internet pals to make themselves relaxed from the life pressure. Talk show producers claimed they were performing a public service by offering a cathartic release and national platform for hitherto unexplored social issues; critics claimed the producers were mainstreaming hatred and pornography in China public life.

By investigating the talk show phenomenon, the author is trying to make some contribution to it's academic analysis. Talk show formats, or its sub-genres should be included in talk show definition. The methodology employed in the paper is to focus on particular shows, which present three empirical case studies. Apart from some previous articles, this is also the study to offer a socio-linguistical perspective since the data takes the form of transcripts of broadcast talk, but these clearly not reproductions of original recordings.

The Effects on Movies from Hollywood to China
Ying Zhang

On the background of globalization, the wrapping, from Hollywood to the world movie market, is not only swallowing other countries’ native movie industry but also influencing their national imagination and self-identity on culture. Facing this cultural threat, Chinese film-makers are trying to find the surviving road by political, economic and cultural strategies. Our country has thousands of years of unique cultural history, which undergoes great tribulation. So Hollywood’s movies can’t replace our nation’s concern on our native reality, native culture and native experience. China’s native movies will form the multi-level movie thoughts together with other countries’ ones.

A Grounded Theory Approach to Understand Participants’ Experience in Interaction in EFL Classrooms in China
Yingna Wang

Classroom interaction is crucial in learning English as a foreign language (EFL) setting as students have limited opportunities to use English outside of the classrooms. What is going on in classroom interaction is especially worth exploring in China, where more than 300 million English learners learn English predominantly in the formal classroom setting. The field of applied linguistics has engaged over a debate in the past two decades on understanding interaction from cognitive and
social perspectives on SLA. Traditional SLA considers interaction essentially as a source of input. Following the social turn in the late 1990s, social dimensions of interaction have been taken into consideration. This paper argues for the importance of understanding classroom interaction from both teachers’ and students’ points of view and acknowledging their interpretations and reflections as situated within a multilayered context. Adopting a grounded theory approach, this paper presents a case study from a larger research project on how teachers and students experience interaction in Chinese University English classes. The analysis draws on inter-related data sets including student profile questionnaires, classroom observations, teacher and student reflective journals of classroom interaction experience and stimulated recall interviews based on classroom interaction, and reflective journals of both students and teachers. The study reveals complex processes of overt and covert interaction among participants in Chinese EFL classrooms. Even though both teacher and student participants share a common goal in language learning, each of the participants experiences interaction differently. Their experience varies according to their positioning and roles in the interaction, the types of interaction events and contexts, which in turn influence classroom language learning and teaching. This study contributes to the ongoing discussion on understanding interaction in SLA and teaching practice in EFL classrooms.

Yingna Wang is currently doing PhD in Languages and Linguistics at Research Centre for Languages and Cultures at University of South Australia. Her research interest is on second language acquisition. Much of her work focuses on classroom research in English classrooms in China at secondary and tertiary levels. She is also a regular speaker at applied linguistics international conferences.

An Analysis of Attitude in Teacher's Feedback in EFL Class Based on Appraisal Theory
Yingwen Shen

Teacher’s feedback is an important part of teacher talk in EFL class for it not only acts as comprehensible input for students, but also can encourage students’ output if provided in a proper way. Since previous studies have proved that it is feasible to study teacher talk from an appraisal approach, this paper focuses on teacher’s feedback and aims to investigate its function in EFL class. To achieve this, videos and transcripts of 5 advanced reading classes for English majors conducted by one teacher are selected as the material for analysis. On the basis of the Appraisal Theory, this paper first attempts to figure out the percentages of attitude, engagement and graduation resources used in teacher’s feedback respectively. Then based on the attitude subsystem, it analyzes how teacher’s feedback perform its interpersonal function and thus influences students’ understanding about the content taught, their attitude and affection, and the classroom interaction.

Shen Yingwen is a graduate student of Northwestern Polytechnical University. Her research interest is in pragmatics and second language acquisition.
Research on Pronoun “it” in English Discourse for Science and Technology
Yishan Gao

Based on the cohesion theory of systemic functional grammar, this study analyzes the frequency, common lexico-grammatical patterns and functions of pronoun it appearing in English for Science and Technology (EST) discourse. The study employs a self-designed corpus made up of 60 articles selected from Science and Nature between August 2014 and March 2015. The results show that the overall frequency of it in EST discourse is 1.42 per 1,000 words. The percentage reaches 88.29% when it is used as subject. It mainly appears in three patterns: system structure, passive voice and verb object structure, and the percentages are 40.86%, 31.71%, and 15.71% respectively. As impersonal pronoun, it is mainly used as an anticipatory word to replace the real subject in the following text; as personal pronoun, it is usually used to create references in order to make the texts cohesive. This study also investigates application of it in the different parts of research articles, namely abstract, introduction, literature review, research method, results and discussion, in order to provide reference for reading and writing research articles.

Yishan Gao is a graduate student in School of Foreign Languages at Northwestern Polytechnical University (Xi’an), where she studies Applied Linguistics.

EFL Learning Process in Regular Class for Ankyloglossia and Mild Mental Retardation Student: a Neuro-Psycholinguistics Study
Yoffie Kharisma Dewi

Culture in teaching and learning English as Foreign Language (EFL) at high schools is very different each other. The less of knowledge and insensitivity of teachers towards the students they taught might cause misunderstanding and mistreatment in learning process, particularly in EFL class. Students who cannot learn English with standard learning can be claimed experiencing Limited English Proficient (LEP) as well as disability students (such as Mental Retardation, Autism, etc). There are behaviour and study matters occurred, like learning culture, which is quite inappropriate treated to LEP students, causing them being anti-social, unconfident, lazy, and staying away from English. This paper discusses the EFL learning process of Mild Mental Retardation student with Ankyloglossia at regular class by applying modern learning method. Formerly, the aim of this research was to improve and upgrade the ability of the student in English, but the result changes “the direction” to improve the confidence and willingness to learn English through software and online English test as kinds of education tool.

Yoffie Kharisma Dewi is an English Lecturer and Linguistics Lecturer in Andalas University, one of well-known university in Southeast ASIA. She teaches English for some departments; Engineering, Economy, and Science, and she also teaches Linguistics study in Faculty of Humanities. For her, English and Linguistics are two awesome and gorgeous lessons at all.
The Effect of Different Types of Feedback on Writing in a Multiple-draft Classroom
Yong Wu

A growing body of evidence indicates the potential learning benefits of providing students with feedback in second language writing. While many feedback studies have illuminated how student writers use feedback to improve their writing, the effect of different types of feedback on a single writing task in a multiple-draft classroom has been less examined. In the present study, three types of feedback, AWE (Automated Writing Evaluation system), teacher and peer feedback, were used in a single writing task. This research explores the effect of feedback (AWE feedback, teacher feedback, and peer feedback) on writing in a multiple-draft classroom, and examines student perceptions of the three types of feedback.

The study was conducted with 30 EFL students enrolled in a writing course at a university in China. Three data sets were collected in the order of the usual classroom situation. The first comprised students’ drafts before and after the comments and three types of feedback (AWE, teacher, peer comments). Secondly, stimulated recall data were collected when the students were asked to explicitly tell why or why not they incorporated the comments of AWE, teacher and peers into revisions. Thirdly, the interview was conducted to provide a more in-depth students’ view of the different kinds of feedback.

Data analysis began with identifying and categorizing all the revisions and the sources of the revisions. The revisions were classified in terms of their success. The interviews were transcribed, checked, and subjected to a thematic content analysis. The data were analyzed by the two independent raters.

Preliminary results show that the number of teacher-triggered revisions comprised the majority of the total revisions. Although students preferred teacher feedback, they considered AWE and peer feedback as necessary supplements.

Yong Wu is a Ph.D. student at the Department of Foreign Languages and Literatures, Tsinghua University, China. Her research interests mainly include second language writing and computer-assisted language learning.

Email: wendybnu@126.com

A Descriptive Report on Chinese Students’ Response to Peer Review
Yongli Wang

Writing, as a common method to record humans minds and verbal communication, is to meet the needs of social learning practice. This study aims at investigating students’ perceptions on peer review in English essay writing, their foci during reviewing process, and the washback to English writing instruction.

We carried out this research among 40 non-English major sophomore students. Before the experiment, a pre-reviewing instruction was given on the revising standards. In the experiment,
we adopted two evaluation checklists to two writing styles—description and argumentation. The checklists are based on the ones composed by John Langon in his textbook Improve College English Writing Skills through Readings. Each checklist consists of four aspects—unity, support, coherence, and sentence skills. Student reviewers are required to read peer’s essays in class and gave responses by filling in the evaluation checklists. At the end of the experiment, a questionnaire on 5-point Likert scale was conducted to analyze students’ perceptions and their preferential foci on peer response, including learning background, peer’s response preferences, peer competence, peers’ response variation, and values of peer response.

From the data collected, we discovered that students hold a positive attitude to peer review because it can arouse learners’ passion for writing and can make both writers and revisers get improved in writing. They are satisfied with the critical opinions from other readers, and agree that the more students join in, the more suggestions they will have. In terms of the basic four aspects in the checklists, unity and sentence skills are highly focused than support and coherence, which shows that students have more troubles in how to write good English sentences and how to keep their ideas in line with topic sentence and topic. From the research findings, we found that peer review can specially benefit to arousing students’ self-motivation, and timely feedback both from teachers and peers will encourage students to gain more in writing.

Wang Yongli, associate professor of English language education, is currently the deputy dean of Department of Foreign Languages at the School of Humanities and Social Sciences in the National University of Defense Technology. She has been teaching various EGP courses over 10 years and has been one of the participants in her university’s English language education reform. Her research interests are SLA and language education.

An Action Research of an Innovative PAD (Presentation, Assimilation, Discussion) Approach to Chinese EFL Oral Teaching
Yongyan Zheng

The proposed study reports on the effects of an innovative PAD (Presentation, Assimilation, Discussion) approach to Chinese EFL oral teaching. Chinese tertiary-level EFL classroom is usually large in size and featured by knowledge transmission while leaving little room for learners’ practice and participation. While Flipped Classroom or Task-based Language Teaching stresses students’ active participation, Chinese students are sometimes frustrated by the lack of guidance and unable to actively participate due to insufficient preparation. Against this background, the PAD approach was proposed (Zhang, 2014) to explore innovative teaching in the Chinese context. In essence, PAD emphasizes that half of the class time should be spent on teacher’s presentation, the other half on peer instruction and discussion, with an interval in between allocated to learners’ individualized internal assimilation (usually out of class).

The proposed study adopts an action research design to investigate the effects of a PAD-oriented oral English class. 19 master-level non-English major students from a comprehensive university in Shanghai were enrolled in a 16-week oral English class, and the course was designed following
the presentation-assimilation-discussion sequence every week. Evaluative questionnaires were distributed to collect the students’ feedback and reflective comments, and the students’ oral English data were collected in a pre-test and a post-test. Analysis of the students’ oral English data revealed significant improvement in terms of complexity, accuracy, and fluency measures. Qualitative data showed that the PAD approach was embraced by the students as they generally reported increased willingness to communicate and heightened learning autonomy. It seems that the presentation-assimilation-discussion sequence provides scaffolding for the learner, whereby active participation was fostered by guided and prepared discussion. The presentation ends with a discussion of the pedagogical implications of the PAD approach in EFL teaching.

Yongyan Zheng, PhD of Applied Linguistics, is now Associate Professor of the College of Foreign Languages and Literature, Fudan University, Shanghai, China. Her research interests include second language vocabulary acquisition, Complex Dynamic Systems theory, English as Lingua Franca research. She authored two scholarly monographs, one in English published by Peter Lang, Inc., and one in Chinese published by the Fudan University Press. Her journal articles have appeared on System, Language Awareness, English Today, and Journal of Asia TEFL.

Dynamic developments in syntactic and lexical complexity: A longitudinal study of Chinese EFL learners’ written language

Yongyan Zheng

In recent years, there has been a shift from the acquisition outcome of to the developmental process of language learning in the field of second language acquisition. Among the commonly used criteria to gauge written language development, syntactic complexity and lexical complexity have been found to be effective indicators, and an abundance of empirical studies have examined the developmental trends of these measures in different contexts. However, little research has incorporated both the syntactic and lexical aspects of written language development, and as a result, little is known about the possible interaction between syntactic and lexical complexity measures.

In order to better understand the complex and dynamic nature of L2 development, the proposed study adopted the perspective of Complex Dynamic Systems theory (CDS) and used a longitudinal design to investigate the developments of syntactic complexity and lexical complexity of Chinese L2 (English) learners’ written language. 120 free compositions produced by 15 first-year English major students at 8 different time points during an academic year were collected for the study. By means of corpus-linguistic analytic tools and several analytic techniques specific to the CDS theoretical stance, the results demonstrate that syntactic complexity and lexical complexity are independent of each other and yet subsumed under a higher written language complexity system. The componential elements within the syntactic complexity subsystem are highly correlated, but also exhibit inter- and intra-individual variability. Depending on individual learners’ developmental stages and initial conditions, the syntactic complexity and lexical complexity sometimes achieve a dynamic equilibrium but sometimes compete for limited resources. This may explain the varied individual patterns observed in their language developments.

Pedagogical implications to enhance learners’
written language in the long run are discussed at the end of the presentation.

Yongyan Zheng, PhD of Applied Linguistics, is now Associate Professor of the College of Foreign Languages and Literature, Fudan University, Shanghai, China. Her research interests include second language vocabulary acquisition, Complex Dynamic Systems theory, English as Lingua Franca research. She authored two scholarly monographs, one in English published by Peter Lang, Inc., and one in Chinese published by the Fudan University Press. Her journal articles have appeared on System, Language Awareness, English Today, and Journal of Asia TEFL.

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The Effects of Genre on Korean EFL Learners’ English Writing Performance
Yoonhee Choe

This study investigates the effects of genre on Korean EFL learners’ English writing performance. The participants were 25 pre-service English teachers with different levels of English proficiency (basic, intermediate, and advanced), attending a college in Korea. Each participant was asked to write three timed essays: descriptive, argumentative, and expository essays. In order to examine participants’ writing performance according to different genres in depth, mixed methods were applied. For quantitative method, participants’ essays were collected and evaluated on five-scale analytic rating rubric, covering the area of content, organization, and language use. The content was assessed in terms of idea quality, idea development, and idea wrap up. Organization was assessed, regarding coherence and cohesion of the essays. For language use, accuracy and length of the essays were measured. Multivariate Analysis of Variance (MANOVA) tests were conducted to compare the scores of essays. For qualitative methods, post-test interview was conducted on a voluntary basis. The findings show that Korean EFL learners’ writing performance was different according to the genres and they were not aware of specific features of English writing genres. This research has important implications for writing research and writing education.

Yoonhee Choe is an assistant professor in the Department of English Education, Chongshin University in Seoul, Korea and currently serves as a reviewer for Asia TEFL. Her current research interests cover language teacher/learner identity and EFL/ESL teacher education. She has served as a reviewer for many international journals and has published numerous articles.

3-PP-811-9

The Reflective and Collaborative Practices of the Nursing Students Through Recorded Role Plays between a Nurse and a Patient
Yoseph Edmundus Budiyana

This paper reports on the nursing students’ perceptions on reflective and collaborative activities through the recorded role-plays between a nurse and a patient to enhance English speaking abilities. It is through reflective and collaborative activities that nursing students are believed to be able to
develop a positive attitude towards questioning their dialog practice for themselves and others as well as empowering them to have control over the improvement of their English skills.

The researcher will use two instruments in data-collection methods: recordings and a self-completion questionnaire. Students’ dialog between a nurse and a patient will be recorded for reflection. In collaboration with other groups, they will see the recordings of their own dialogs and others’. They need to fill out the guiding questions while watching the recordings. They need to perform the dialog once again on the basis on their own reflection and other groups’. The data from the questionnaires are analyzed quantitatively and qualitatively.

_Yoseph Edmundus Budiyana_ graduated from English Department of Sanata Dharma Teacher Training Institute, Yogyakarta in 1985 and obtained the MA degree in TESOL from University of London Institute of Education in 1994. He is currently studying for his doctoral degree in English Language Education, Semarang State University, Semarang, Indonesia. He attended a Sandwich-like Program at the College of Education and Human Ecology, Ohio State University, Columbus from August 21 until December 15, 2013. He is a lecturer of the Faculty of Language and Arts, Soegijapranata Catholic University, Semarang, Indonesia. He has been teaching English since 1974. He worked as an ESL teacher in Galang Refugee Camp 1983, sponsored by “Save the Children in cooperation with Experiment in International Living”. In addition, he is also teaching English in the undergraduate nursing program, St. Elizabeth College of Health Sciences, Semarang, College of Health Sciences – Kendal, Widaya Husada College of Health Sciences Semarang, and Central Java Government Nursing Academy, Ungaran, Indonesia

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**Investigating Prompt Effect on the Writing Performance of Chinese EFL Students**

You Su

This study aims to investigate whether EFL students perform differently when responding to a prompt with more information and less information respectively and their perceptions of the advantages and disadvantages of prompts providing different amounts of information. Research results showed that: 1) difficulty of prompt with less information was significantly higher than prompt with more information but little difference was found in terms of the difficulty sequence of the eight domains within each group; 2) participants took the prompt with more information scored higher than those taking the prompt with less information in terms of both the overall ratings and each analytical measurement; 3) test takers’ writing performances were significantly affected by the prompt type in terms of content, organization, cohesion but no significant difference was found in terms of expression, vocabulary, grammar, mechanics, and word count; 4) students’ preference for the prompt type differs across different English proficiency level.

_Su You_ is currently a teacher of English at Beijing University of Posts and Telecommunications.
The Effect of English Subtitles in Listening Comprehension: Content Comprehension and Vocabulary Recognition
You-Jin Lee

It is an attempt to investigate the effect of English-subtitled video clips on listening comprehension and vocabulary recognition. For this study, 38 freshmen in an English education department at a university in Seoul were selected and divided into two groups. Group A watched four English clips with English subtitles, and Group B watched the same English videos without subtitles. The two groups received the same test. Two-way MANOVA was conducted to determine if there is significant difference in comprehension and vocabulary tests between groups and between three different listening proficiency levels in each group. The result indicated that there was no significant difference between Group A and Group B on the performance of both tests. Between levels, there were significant differences on the comprehension test, but not on the vocabulary test. Also, from the post-hoc analysis, it is found the pairwise mean differences between the high and low groups and middle and low groups were statistically significant. This study concluded that English subtitles do not affect the students’ understanding on contents and vocabulary recognition. However, between listening proficiency levels, listening comprehension had meaningful differences but not vocabulary recognition, which could indicate vocabulary recognition is from more than just language ability.

You-Jin Lee
Department of English Education
Chung-Ang University
211 Heuksuk Dong, Dongjak-ku, Seoul, Korea 156-756
E-mail: youjin6788@cau.ac.kr

Do Visual Aids Improve EFL Students' Reading Comprehension — An Exploratory Study
Youngeun Jee

This study explores how English as a Foreign Language (EFL) students’ varied English proficiency skills influence the effects of visual aids when reading texts in English. It also investigates how visual aids affect EFL students’ understanding of texts, specifically the content of texts that is not represented by pictures.

The sample of this study were 12th grade EFL students in a South Korean high school. An experimental design with pre- and post-tests was used to examine the influence of proficiency levels on the effects of visuals on reading comprehension. Free recall protocols, multiple choice answers, and short-answer tests were adopted for assessment and they were analyzed both quantitatively and qualitatively among high and low-proficiency groups. The findings showed that the effects of picture facilitation differed in students with different proficiency levels. For example, lower level students were positively influenced by the presence of pictures in reading, while higher level students recall was not affected by pictures. In addition, lower level students provided with pictures tended to pay
no or less attention to specific text information that was not closely related to the given pictures, which implies that pictures could attract students’ attention while reading a text, thus hindering them from getting specific information from the text. However, pictures facilitated students’ performance when solving application problems related to the content of the text. The findings of this study provide strategies for reading teachers to select and use pictures to facilitate students’ L2 reading comprehension by considering their proficiency and the purpose of reading. In addition, the findings reveal possibilities and specific conditions under which visual aids can produce interference in learning.

Youngeun Jee, PhD student in TESOL program at University of British Colombia
yejee0508@gmail.com

The Effect of Metacognitive Instruction in Listening Competence for EFL Young Learners
Young-ok Kim

This study will investigate the effects of metacognitive instruction in listening competence and metacognitive awareness for young learners in Korea. Participants (N=80) are 4 classes of 6th grade students who study English as a foreign language. They are divided into two groups and participate in eight specially designed listening lessons under the same teacher. The experimental group (n=40) will be taught listening using metacognitive pedagogical sequence. On the other hand, the control group (n=40) will listen to the same texts and the same number of times without metacognitive processes (planning, monitoring, evaluating, and problem-solving). Pre and post listening test will be conducted using TOSEL Junior to see the improvement of listening competence. To check the development of metacognitive awareness about L2 listening, students will answer the Metacognitive Awareness Listening Questionnaire (MALQ) at the beginning, middle, and end of the study. After the second and third MALQ, out of each group, ten participants will be randomly chosen and will be interviewed, and this interview will be provided as further evidence of a growing metacognitive awareness of listening processes. The study has two hypotheses. First, the experimental group will outperform the control group in listening comprehension test and will show a greater improvement in metacognitive awareness of listening processes. Second, the less skilled listeners in the experimental group will show the greatest progress than other three groups: more skilled listeners in experimental group, less skilled listeners in the control group, and the more skilled listeners in the control groups. The expectation of this study is that it might suggest a practical direction of L2 listening instruction for young learners which will eventually lead them to successful L2 listeners—self-regulated listeners.

Young-ok Kim is a student of the International Graduate School of English in Korea. Also, I’ve worked as an elementary school teacher for twenty years. While living six years in Latin America I was surprised by how I was able to communicate with people from all around the world using English, because of that I gained interest in English. So after I returned to Korea, I worked as an English subject teacher. While teaching English, I became interested in finding out how to fill the gap between low and high level
A Study on Novice EFL Teachers' Identity of Secondary School in Tibet
Youyuan Yang

As a widely studied field of teacher education and development in western countries, the study of English teacher identity began in the late 20th century (Casanave & Schecter, 1997). While in China it is a newly recognized issue. What is more, investigating English teachers’ identity in secondary schools has been largely neglected in China, the amount of research on novice teacher is even less. But now, because of “the influence of ‘sociocultural turn’, English teacher identity is becoming an increasingly popular issue in the research of foreign language teacher education(Yang Xun, 2012)”. Yet, the problem which can not be ignored is that there is little attempt to analyze the situation of English teacher identity in Ethnic areas in China, though there has been some research carried out in rural districts. And because of the high speed with rather hysteresis in China's Ethnic areas of China's average economic development. The updating of school hardware cannot catch up with the economic growth, hence teachers in that paces play more vital role than ever in secondary school teaching. Therefore, it is necessary and urgent to conduct this research by exploring the present situation of English teacher identity, its influential factors, existing problems, characteristics and the development of English teacher identity in senior high schools in our country drawing upon Markus & Nutius’ possible selves theory, Vygotsky’s sociocultural theory and teacher identity theory, with applying quantitative and qualitative methods. The data are collected through questionnaires and semi-structured interviews from 20 participants who are working in secondary schools in Tibet. All the 20 novice secondary school EFL teachers, including 10 Tibetan teachers, are from the 2009 English normal class in Tibet University. The narrative analysis of the interviewed data elaborates the nuances of teacher identity changing, the influence factors, from imagined to practiced between Tibetan novice teachers and Han Chinese Novice teachers within the contest of tri-language teaching context with further probing into the correlation between the positive identity and negative identity toward professional development. The author concludes by putting forward some suggestions to better novice teacher's entry to secondary school English teaching under tri-language context.

Youyuan Yang, School Foreign Languages, Central South University. Changsha City, Hunan 410083, China. Email: yangyouyuan2014@yahoo.com

After graduated from Tibet University, I was enrolled by Central South University as a graduate student. And now is my second year studying in CSU. The situation of TEFL in secondary schools in China is quite complicated. Choosing curriculum and teaching methodology as my major, I further study the field of teacher education and development not only for self-development but also for finding a way to better the quality of teaching. And this is one of my dreams which cannot be received by myself alone that needs all EFL teachers working together.
Investigating Chinese EFL Learners’ Coherence and Lengths of Picture Description Performance

Yu Huang

Discourse competence is an important facet of rating criteria to judge test-takers’ speaking ability on some major English language tests. This study intends to examine Chinese EFL students’ oral discourse performance in terms of coherence and discourse lengths.

The study employed picture description task, following the format of the CET-SET. The participants consisted of 41 Chinese EFL learners and 12 native English speakers. Their performance in the picture description task was audio-recorded and transcribed into text. The coherence of their performance was analyzed by thematic progression (Danes, 1974; Aziz, 1988; Paducheva, 1995; Zhu, 1997). The length of their performance was analyzed by the number of words and clauses. The native speakers’ thematic progression features and lengths were used as a frame of reference.

In terms of length, the results revealed that Chinese EFL learners produced an average of 101 words (9 clauses) to complete the picture description task in the allotted 1.5 minutes, while the reference group (American speakers) spoke 246 words (24 clauses).

Regarding thematic progression patterns, 39.9% of Chinese students’ clauses were connected with effective thematic progression patterns, including 1) simple linear thematic progression; 2) thematic progression with a constant theme; 3) thematic progression with derived themes. This type of feature for the reference group was 52.2%.

Findings suggest that Chinese EFL learners can improve their discourse competence by lengthening their oral performance and improve the connection between clauses. The study’s thematic progression analysis approach also provides a new perspective to examine oral coherence, which is usually judged by the raters intuitively.

Yu Huang
Education:
M.A., Foreign Languages and Applied Linguistics
Publication:

Reducing English Speaking Anxiety through Drama: Case Studies of Chinese University Students

Yu Li

Foreign Language Anxiety (FLA) is defined as a distinct complex of situational anxiety arising from the language learning process (Horwitz et al., 1986), and such an anxiety is observed frequently among Chinese students in their English speaking apprehension on English classes (e.g. Liu, 2006; Liu & Jackson, 2008; Shao et al., 2013). While most scholars investigate the anxiety-provoking factors to FLA or English Speaking Anxiety (ESA) within an Asian context (Ohata, 2005; Effiong, 2013), little
research exists for experimenting ways to a solution.

This paper explores the opportunities of using the drama approach in language education, reported to enable active engagement and relieving anxiety, as a means of reducing FLA in Chinese students.

This intervention study involved an oral English class with the application of drama approach at Zhengzhou University in China. 13 students with different levels of ESA participated in this project for three months, including the 10 weeks’ course both designed and taught by the researcher. Data is collected from multiple sources, including questionnaires, classroom observations, teacher’s journals and interviews. Three cases with distinctive features in ESA performance are presented here for in-depth analysis, which exemplify three main patterns of the change: drastic decrease, fluctuate and mild decrease in FLA. The results suggest that the drama approach has a positive effect on reducing participants’ ESA to various degrees, depending on the different reactions based on individual differences. The most significant ESA factor appears to be self-confidence, which directly or indirectly influences other significant factors such as perceived language proficiency, fear of negative evaluation, fear of public attention, face-protection and task preparation. Implication of the study lies in gradually establishing the self-confidence through active practice under careful supervision. The presentation will conclude with recommendations for teaching practice.

YU LI
Day of Birth: April, 30th, 1987
Email address: yl6g12@soton.ac.uk

I am currently a third year Ph.D student of Applied Linguistics at University of Southampton, U.K. By 2009, I completed two bachelor degrees majoring in both General Studies at Fort Hays State University, U.S, and also in Business English at Zhengzhou University, China. In 2010, I was awarded as “Distinction” for my master’s degree in Applied Linguistics at University of Southampton.

I had been working as an IELTS instructor for two years at New World International School in Beijing since 2010. During my doctoral studies, I am involved in part time teaching for postgraduate training sessions, Chinese stage 2, and TESOL programme for summer school.

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Writing Development via Project-Based Learning
Yu Yang

This paper focuses on the use of PBL in teaching English writing in content-based classes in Chongqing University. Its aim was to explore students’ writing development via Project-Based Learning. To achieve this goal, the writer did a survey among 210 students and interviewed 8 teachers. The students are freshmen whose English level is equal to B1-ECFRL in the placement test and are studying in classes of EUS-3 and the teachers are those who are experienced in applying PBL in their teaching and have been doing research in this field for three to five years. By quantitative and qualitative analysis on the data collected, together with the writer’s own experience of writing teaching through PBL, it was found that students benefited from exposure to PBL during conducting the projects; their writing skill, such as outline writing, summary writing, essay writing and written
Yang Yu was born in 1977, received her master’s degree of English Language and Literature in Chongqing University. She has devoted herself to language teaching ever since she graduated. She’s been doing research in field of PBL and accumulated abundant experience since she joined a team, in 2011, of ten English teachers who also were doing research in this field and now she is the group leader of this team. In the past four years, she was involved in some programs of educational reform and published two papers in provincial-level journals. What’s more, she is now editing a set of coursebooks containing PBL concept.

Case Study: Using Non-Native Speakers to Give an International Style English Speaking Test

Yu Yanya

One of the major problems that English Language programs in China face is the shortage of Native English Speakers for giving speaking tests that are similar to TOEFL or IELTS. This paper explores the feasibility of using Chinese English teachers and near fluent NNS STEM teachers to give and accurately rate an in house speaking test that has features of both IELTS and TOEFL. The Speaking test is composed of three sections: Section 1; Short Answer, in this section the students are given 2½ to 3 minutes to answer 9 questions on three different topics. In Section 2 the students are given a hypothetical choice and they must provide the reasons for their choice. Finally, in Section 3 the students are presented with a general problem to discuss. In order to standardize the tests, 20 sets of questions with examiner prompts were prepared. The subjects were one Chinese English teacher and one STEM teacher. The examiner training consisted of two parts: first, observing interviews and then discussing the scores and second, giving interviews and discussing the scores. Once the trainer felt confident, the trainees were given interviews to do on their own. The interviews were monitored and both were found to be capable of scoring the speaking test within half an IELTS band, which is considered by IELTS to be within the margin of error. The paper concludes by exploring the difficulties, the trainees faced in giving the tests, the limitations, which may have an impact on which instructors are likely to succeed, and the possibilities both in the type of speaking test that can be given and those for increasing inter-departmental co-operation in a STEM college.

A Study of Chinese Non-English Major Graduates’ Pragmatic Competence in Pragmatic Routines

Yuan Renqing

This study investigates Chinese non-English major graduates’ pragmatic competence in pragmatic routines including their production and perception of routines, and explores the source of their inappropriate use of pragmatic routines. A total of 50 Chinese non-English major graduates completed five tasks: a background questionnaire, an 8-situation multimedia elicitation task, an
appropriateness judgment task, an aural recognition task, and retrospective interview. Participants’
production was evaluated based on appropriateness (rated by two native speakers). Their perception
was evaluated by judging the appropriateness of 16 pragmatic routines in contexts on a 7-point
rating scale. The aural recognition Task presented the same 16 routines which participants marked
with one of four levels of self-assessed familiarity. The results show: 1) Chinese non-English
major graduates have limited ability to have appropriate production of pragmatic routines in a
native-like manner. Their production data exhibit signs of interlanguage forms, but could fulfill
the communicative function and become acceptable by native speakers; 2) They could not fully
understand the appropriate use of pragmatic routines in contexts; 3) They might lack metapragmatic
awareness, and seem to neglect the multifunctionality and diversity of pragmatic routines.

YUAN Renqing is a teaching assistant in Beijing University of Posts and Telecommunications. He
received his MA in applied linguistics from University of Chinese Academy of Sciences. His research
interests include pragmatics, second language acquisition, and language testing.

Abstract Writing — a Metadiscoursal Perspective on Abstracts of International Academic Journals
Yuansen Wang

Abstract, as a particular genre (Hyland, 2004) in academic papers, is not only critical to
disciplinary knowledge-making, but to the work of academics. Normally, writers will foreground
the main claims of their research carefully, and present themselves as credible insiders in their
own field so that their works can be paid sufficient attention and read on by the readers. In other
words, born with writers’ expectation, abstracts are persuasive and full of interactional features.
In order to investigate the preferred modes with which how academics construct their abstracts
epistemologically and interactionally can be shown, this paper examines the generic structures
and peculiar linguistic patterns used to express certainty and significance and to establish personal
credibility. This study is based on analyses of the 100 abstracts from international academic
journals written by experts and professors of universities or institutions in five disciplines (History,
Linguistics, Finance, Biology and Physics). The results show great varieties in presenting the value
of the research, different patterns in making claims as a member of certain discipline, and also
differences in abstract structures. Writers in “soft” science tend to load more significance to their
abstracts directly, while experts in “hard” science would prefer to emphasize their innovation.
However, the data do reveal an interesting fact -- the possible “soft”-nature of Biology, which might
be due to the particular scientific inferences during biologists’ experiments. It is suggested that
before teaching how to structurally write an abstract for an academic paper, EAP teachers should
assist learners to raise awareness of the writers’ identity within certain disciplinary community and
their particular ways of speaking as an insider.

Wang Yuansen graduated from the University of Liverpool in the UK, with a Master Degree in TESOL
(2009); now, a lecturer in English, works in Nanjing Normal University Taizhou College. Interested in
Applied Linguistics, especially in discourse analysis, corpus linguistics, metadiscourse, interpersonal
interaction in writing, speaking, advertisements, etc., genre. Now working on a research project “The Interpersonal Interaction Modes in the Abstracts of English Academic Articles” (2014SJB100), funded by Philosophy and Social Science Research Projects of Jiangsu Higher Education.

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An Empirical Study on Flipped Classroom Teaching in the English Listening Course of Chinese College English Learners

Yuanyuan Sun

The purpose of the current study attempts to examine the effects of the flipped classroom teaching in the English listening courses of Chinese college level English learners by investigating whether the flipped classroom teaching can lead to gains in English listening scores comparing to the traditional English listening teaching method. 93 college students from three fixed classes participated in the study, two classes (62) which received instruction in the flipped classroom teaching method were the experimental groups, and one class was the control group which still adopted the traditional listening teaching method. Of the two experimental groups, one class (31) received only flipped classroom teaching, and the other class (32) received the flipped classroom teaching and the three-stage listening teaching method together. All the three groups completed the same pre- and post-test during the whole semester. Data was collected through the listening comprehension tests and the questionnaires on the attitudes of students towards the flipped classroom teaching. The results found that the experimental groups outperformed the control group significantly, and the attitudinal questionnaires also indicated that students in the experimental groups have a positive attitude towards the new teaching method.

Yuanyuan Sun, Master, is a lecturer in the School of Foreign Languages of Xinyang Normal University, China. Research interests: discourse analysis and English teaching.

Email address: sophiesun13@164.com

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Reader Profiles for EFL University Learners

Yu-cheng Sieh

Despite the common acknowledgement that reading is a complex process, it is fundamentally dependent on knowing the meaning of words. In addition to vocabulary knowledge, phonological processing skills are also crucial to learn to read the alphabetic English language. However, do EFL university learners naturally develop adequate phonological processing skills in the wake of their long exposure to the target language? Sixty Chinese-L1 university students, recruited from a private university in northern Taiwan, were divided into two proficiency groups, indexed by their TOEIC reading comprehension scores. A battery of phonological processing measures and a vocabulary size test were administered to the university learners to examine their component constructs related to English reading. Similar to English-L1 adult struggling readers, the less-skilled EFL
learners performed significantly more poorly than the skilled learners in phonological decoding, phonological awareness, naming speed, and vocabulary knowledge, despite their comparable performance on phonological memory. Furthermore, different numbers of factors were extracted from the measures for the two groups, suggesting not only dissimilar structures of reading-related component constructs between the two groups but also the likelihood of different ways employed by the two groups in the face of the cognitive activities. The discrimination of reading ability, though plausibly differentiated by proficiency levels, might largely lie in the way learners employed cognitive resources, as was reflected when the EFL learners undertook phonological processing measures.

Yu-cheng Sieh is an assistant professor at English Department, Tamkang University, Taiwan. Her research interests include bilingual mental lexicon and literacy acquisition of English as a foreign language.

An Investigation of the English Academic Writing Curriculum Design: a Comparative Study of Two Selected Universities in the UK and in Taiwan of China

Yu-chieh Hsu

A number of studies have investigated English for academic purposes (EAP) curriculum design and English writing instruction. However, not enough research has been conducted on comparing academic writing curriculum design in the settings of English as a second language (ESL) and English as a foreign language (EFL) learning contexts.

In order to answer the research question about the similarities and differences of the academic English writing curriculum design in the two selected universities in the UK and in Taiwan, two research methods were adopted: (a) interviewing teacher-participants on curriculum design and teaching principles; (b) a questionnaire on students’ perceptions of the course and their perceived learning outcomes. The respondents were 2 teacher-participants in Taiwan and 3 in the UK; 41 student-participants in the UK and 19 in Taiwan. The findings were generated from analyzing the interview summaries and questionnaire results.

The interview data suggested that the course goals and objectives in both countries were similar, but the teaching principles and methods, ways of assessments/feedback and the selection of teaching materials were different. The questionnaire results showed that students from both learning contexts agreed they have learned the academic conventions, and academic vocabulary and phrases.

The implication of this research is that even though ESL and EFL share similar goals and objectives, learners' culture and academic backgrounds should be carefully considered in ESL learning contexts; whereas, in the EFL context, constant writing and reading practice will compensate for the lack of English exposure.

Yu-chieh Hsu is a female researcher in Taiwan. I had two master's degrees in TEFL (Teaching English as a Foreign Language) and Language Learning and Education in Taiwan and England respectively. The research was done and being modified while I was taking my masters in both countries. I had been a teacher in Wego Private Senior High School for three years, and is now starting to shift back to do
Topic-based Instruction in EFL Classroom, Utilizing Young Learners’ Knowledge and Developing Critical Thinking
Yuco Kikuchi

Teaching and learning English is a big challenge in EFL settings where learners’ exposure to English outside class is often far from ideal. Japan is one of them. Japanese young learners have almost no opportunity to use English in their daily lives. Television and radio programs are all in Japanese except for a few English language education programs. Needless to say their motivation to learn English is not so high. Many feel they need to study English to get good grades at school or pass the entrance examination to high school or university. They study English but rarely have chances to use English to communicate with people. Learning English is more challenging than ESL settings. Curriculum design should be carefully made and effective for young learners.

Craft activities and game like language learning activities are suitable for very young learners. They enjoy and learn through these activities. Older children might enjoy these activities but they are ready to develop their thinking skills. They are more engaged when they make use of their knowledge. Therefore when designing curriculum for pre-teens or teens, it would be beneficial for both teachers and learners to utilize the knowledge and connect their knowledge to English language. Using CLIL approach when teachers teach subject content in English is also effective for pre-teens and teens.

In this pragmatic workshop, presenter shares topic-based programs and age appropriate hands-on activities that use young learners’ math, social studies and science knowledge. Those learning activities include calculating in English, healthy diet, animals, body parts, and world time. Resources and picture books for introducing topics will be also shown.

Yuco Kikuchi is an EFL teacher based in Chiba, Japan. Yuco gives on-site and on-line workshops and operates lab schools, Kids’ Pier and EFL Arena, for teacher development opportunities. She was a featured columnist for “Teachers Learning with Children” (JALT Teaching Children Special Interest Group Newsletter) and now is that of “The School House”, Teaching Young Learners SIG. She volunteers two programs at an elementary school in Chiba City. She has been an abstract reader for JALT. She is a lecturer at Keiai University Life Long Learning Center and teaches kindergarten and elementary school children.

The Myth of “The Earlier the Better” in English Education in China: Reasons, Concerns and Perceptions
Yue (Grace) Qi

English has become an international lingua franca across the world. The importance of English, therefore, is increasingly acknowledged in education systems of Expanding Circle countries (Kachru, 2006). These countries have begun to introduce English earlier and earlier within the education
China is one such country, where English has become the prioritised foreign language and a core subject from Year Three of elementary school. Behind this early introduction lies the belief of the “earlier the better” for English learning.

This study reviews the literature in second language acquisition (SLA) theories to investigate this belief and also elicits and discusses the perceptions of key stakeholders. A mixed-methods research design is employed, including questionnaire followed by semi-structured focus-group and one-on-one interviews. Three key stakeholder groups, teachers, parents and principals, from three primary schools in Nanjing, China were involved. Questionnaire findings show that teachers and parents are in favour of the “earlier the better”. However, in the interviews, each stakeholder group expressed different perspectives. Although the teachers had concerns about the current English curriculum and examination system, their views were similar to those of parents when they considered the same questions from a parental perspective. However, three principals disagreed with the “earlier the better” concept and wanted policy makers to consider the impact of the current English language education policy in primary schools. The paper concludes by critically reviewing the notion of the “earlier the better” and discusses when English might best be introduced in primary schools.

Grace YUE QI is a doctoral candidate in school of languages and linguistics at Griffith University, Queensland, Australia. Her research interests lie in the areas of applied linguistics and international education, in particular with emphases of English as a Lingua Franca, World Englishes, Multilingual Education and Language Education Policy. Her current project is to investigate issues regarding English education in Chinese primary schools. For further contact, Grace’s email address is grace.qi@griffithuni.edu.au.

Exploring the Changes of Students’ Reading Attitudes under the Teaching Practice of “Reading Input Breadth”: a Monthly Journal Based Study

Yue Hong

Employing the tri-component view of reading attitude, this study tracks the changes of EFL students’ reading attitudes with monthly journals under Reading Input Breadth (RIB) teaching practice and explores possible factors affecting the changes. Reading attitude in this study is defined by three components: cognitive attitude (personal and evaluative beliefs), affective attitude (feelings and emotions), and conative attitude (behavioral intentions and readiness) (Mathewson 1994, Mizokawa & Hansen 2000, Reeves 2002, Wood, at al 2007, Juhee & Diane, 2014). RIB teaching practice, designed and implemented by the authors, is a series of teaching activities centered on offering EFL students with extensive reading input materials featured in diverse genres, wide-ranging topics, interesting content, appropriate difficulty and absolute authenticity, and supplemented by output activities including writing monthly journals, classroom discussion, and reading reports and presentations. 37 English majors from Year One to Year Two in a top comprehensive university located in Chongqing, southwest China participated in this study (December 2012- December 2013). In total 321 entries of monthly journals were collected and analyzed in terms of three components of reading attitude: cognitive attitude, affective attitude, and conative attitude.
The findings indicate that through RIB teaching practice, students’ cognitive, affective and conative reading attitudes all dramatically change from negative to positive. In the aspect of cognition, students’ attitudes shift from viewing reading as an assignment to appreciating linguistic, intellectual and thinking values of reading. As for affect, their attitudes change from feeling disappointed and frustrated, and lacking confidence in finishing reading to reading with joy, confidence and satisfaction. In terms of conation, they turn a negative attitude that passively receive reading tasks into positive attitudes that actively accept reading tasks and further read extra materials themselves. Moreover, this study finds that individual interest, English proficiency, the difficulty level of the reading materials, teacher factors, peer influence, examinations and other curriculum tasks exert impact on the change of reading attitudes in RIB teaching practice.

This study provides valuable insights into changing students’ reading attitudes through RIB teaching practice. It is hoped that this study merits further investigation into reading attitudes of students nationwide in the Chinese context and beyond. More importantly, it is intended to provoke reflective thoughts about how to positively and effectively enhance students’ reading attitudes with the help of teacher.

Yue Hong
MA student (majoring in Language Testing)
School of Foreign Languages and Cultures, Chongqing University, P.R. China
Email: hongyuehts@qq.com

Research on the Usage of B-SLIM into Large-scale Communicative Classroom
Yue Hongli

By means of documentary and teaching methodologies, this article mainly explores the strategies to improve the communicative skills within the range of big-scale classes, the author introduces the teaching mode of Bilash’s Success—Based Language Instruction Model (B—SLIM) into the communicative classroom. Established by Bilash, a professor in University of Alberta, Canada, this model is supported by many well-known theories of TEFL, such as Krashen’s Input Hypotheses; Gardner’s Multiple Intelligence Theory; Wen Qiufang’s output-driven hypothesis, etc.. The purpose of the research is to give teachers some inspiration on how to design class scheme, and, most important of all, to explore effective approaches to cultivate students’ comprehensive ability to use the language effectively in learning, and social communications, esp. the ability to improve their listening and speaking. This article tries to reflect the research on this teaching process which is made up of five steps: planning and preparation, comprehensible input, intake, output and assessment. With the guide of the mode, the author combines the steps with proper teaching methods and finds these methods will direct students’ learning procedures as well as skills of speaking. Students will learn how to make use of textbook and other sources of language materials to create an authentic communicative setting, which makes the communication meaningful and interesting. This assessing process involves everyone in the class to participate in the discussion and debate, which would be, otherwise, impossible to be achieved in a traditional way of teaching.
The Application of Software Systems Could Be Alternative Teaching Methods for English for ESP Classroom
Yueyang Sun

Dictionary-making has been considered as a task for the lexicographers and specialists. In the digital age, many free software systems and websites are available for the public, which could be employed as alternative teaching methods for English for Specific Purpose (ESP) classroom. This paper investigated how the application of software systems might facilitate ESP classroom. By applying FrameNet from Berkeley and Language Explorer in Translation & Bilingual Dictionaries course, the authors observed how these software systems have motivated and benefited the students when they worked as separate groups to use one of the software systems to create their own multimedia online specialized dictionaries in the field of physical fitness and health. In this 18-week course (2hours/week), the authors designed a task for the students to accomplish – students were required to use different software systems or websites in building their own mini-dictionaries. By evaluating their performances, the authors summarized the advantages and limitations of this project. The software systems’ advantages included well-structured data, powerful parsing and grammatical analysis, abundant linguistic and cultural data and notes. Unfortunately, the software systems in ESP classroom also showed their immaturity, poor handling of media, unstable technology, et al. At the end of this paper, the authors listed some challenges and suggestions for using software systems in ESP classroom. By writing this paper and sharing experience of applying software systems in ESP classroom, the authors hoped to encourage more teachers to use software systems in class and improve their technology knowledge and skills out of class.

Yueyang Sun, MTI graduated student, College of Foreign Studies, Jinan University.

Effects of EAP Courses on Students’ Performances in IELTS: Evidence from a Sino-foreign University
Yuhang Hu

This presentation reports upon a study aiming to investigate the relationship between students’ performances in IELTS and their perceived effects of EAP courses in Mainland China where English is a foreign language and does not have official status, viz. an EFL context. This study was mainly motivated by the fact that a majority of relevant studies have been conducted in non-EFL contexts (e.g. Terraschke & Wahid 2011). For instance, one recent study, focusing on the relationship between IELTS preparation courses (one type of EAP courses) and student IELTS performances, was conducted in Hong Kong (Gan 2009) where English is one of the two official languages in the region, viz. an ESL context. Therefore, there is a need for more studies to be conducted in an EFL context, to shed light on the possible relationships between students’ experiences and perceptions of EAP courses (e.g. IELTS preparation courses) and their performances in IELTS. Our study attempts to contributing to bridging this gap in research.
Data were collected through a survey targeting about students at a Sino-foreign university and based upon a questionnaire modified from Gan’s (2009) instrument, containing five parts about students’ (1) English language proficiency scores (e.g. the IELTS scores and EAP exam scores), (2) perceptions about taking the IELTS, (3) learning strategies, (4) perceptions of EAP courses, and (5) background information (e.g. parental occupations). Both descriptive statistics (e.g. means and standard deviations) and inferential statistics (e.g. correlation coefficients) were generated, with SPSS, to answer the overarching research question: To what extent do EAP courses affect students’ performances in IELTS? The implications for EAP teaching and research will be discussed in light of our findings.

Analysis of Cloze Tests for L2 Reading Ability Assessment
Yuji Nakamura

One of the most popular types of reading assessment task is the cloze procedure. Cloze procedures are based on the insight that language includes a good deal of redundancy: we can generally understand a message without attending to every word and often anticipate what we will read next when reading (Green, 2014). Both the ease with which cloze tests can be prepared from authentic texts and the potentially objective nature of their scoring continue to make versions of the cloze technique attractive to many instructors. Cloze testing has returned to a more appropriate status as one of a number of assessment procedures available for testing reading ability (Brown & Abeywickrama, 2010)

The purpose of the present study is two-fold: 1) to discuss important cloze testing issues for second language reading assessment, and 2) to analyze the cloze test section of an in-house university placement test. The two issues are dealt with by examining the in-house placement test results and several readability statistics. These statistical measures include the Gunning-Fog Index, Flesch Reading Ease score, lexical density, and the JACET 8000 word list. By comparing the readability statistics for each passage to student performance, it may be possible to determine which statistics are the best predictor of student performance. Item difficulty should be taken into consideration when examining the test takers’ performance. Furthermore, attention must be paid to the categorization of item contents such as knowledge, logicality, vocabulary or grammatical ability. The details will be given in the presentation.

Yuji Nakamura, Ph.D. is Professor of English in the Faculty of Letters at Keio University. His current interests include language assessment (specifically L2 reading assessment), and second and foreign language teaching and learning. His main focus has been on developing in-house placement tests and doing longitudinal analysis of students’ English proficiency.
How Japanese EFL Learners Acquire English Prepositions
Yukie Endo

For many Japanese learners of English, English prepositions pose a perennial problem, because prepositions are often conceptually different from Japanese language to English, and direct translation cannot be relied on. The presenter has analyzed prepositional phrases which Japanese learners often make errors. The purposes of this presentation are 1) to investigate how Japanese learners of English understand the meanings of English prepositions and form the semantic networks of them, and 2) to discuss how to effectively present knowledge inductively acquired through examining prepositions.

In this presentation, I present findings of my analysis of spatial prepositions, which respects the intricacy and seeming capriciousness of their behavior and yet accounts for the meaning of complex prepositions. This analysis is based on a prototypical meaning for the prepositions, using the empirical data. Data elicitation tool used in this study is called the Topological Relation Picture Series, consisting of many drawings that depict different topological spatial relations. 288 Japanese learners of English participated in this study, and data is analyzed using a quantitative approach.

The presenter begins by error analysis of prepositions in Japanese EFL learners, and concludes with a discussion of implications for EFL pedagogy.

Yukie Endo is a Lecturer at Showa University, Tokyo, Japan, where she coordinates a number of EFL courses. Her main research interests include exploring ways to improve learners’ mastery of grammar and writing skills as well as speaking ones.

Implementing Students-centered Learning and Peer-assessment in Speaking Class: a Case Study
Yulia Nur Ekawati

Speaking is one of English subject taught in Pancasakti University of Tegal oriented on oral language. This subject requires the students to have English as spoken skill. The problems arise in Speaking class such as students’ lack awareness of their learning goal, less of confidence to perform in public, less of students’ opportunities in assessing their spoken skill and less of implementing the students-centered learning in Speaking class. Through those problems, the researchers try to observe and find out the implementation of students-centered learning and peer-assessment in Speaking class. This study is qualitative research model which is used grounded theory design. The video recording and questionnaire are used to collect the data. The result, then, is expected to provide idea and new input relating the teaching method and assessment in Speaking class. Moreover, the students will be motivated to speak in front of public.

Yulia Nur Ekawati, Noeris Meiristiani, and Anin Eka Sulistyawati are English lecturers in Pancasakti University of Tegal. We concern on education field which have different specialist. Yulia Nur Ekawati was graduated on Magister program from Semarang State Univeristy and now teaches Curriculum
Disciplinary Identities of English Teachers Who Undertake Interdisciplinary Researches

Yuling Qiao

This article presents a qualitative study on the disciplinary identities of college English teachers who conduct interdisciplinary researches and studies. Seven English teachers were interviewed to understand their motives to do interdisciplinary study, their perceived disciplinary identity, and the factors influencing their identity construction. The interviews were tape-recorded, transcribed and analyzed by the author to extract the major themes that reflect these teachers’ perception of their disciplinary identities. We attempt to use the identity construction theory, Becher’s theory of academic “tribes”, and John Berry’s model of acculturation strategies to conceptualize the data and themes extracted from the interviews. The data analysis revealed that all the interviewees have acquired two disciplinary identities, their preexisting English disciplinary identity and a new disciplinary identity, while their English disciplinary identity was found to rank above their new disciplinary identity. All the interviewed teachers experienced confusion and difficulties about their disciplinary identity when they first entered into the new discipline. With time passing by, some teachers has successfully integrated the two disciplinaries in their research work, while others feel they were not accepted by the new disciplinary, thus pertaining to their old identity and separating from the new identity. Still there were teachers who feel more interested in the new disciplinary research work, totally assimilating into the new culture. Possible influencing factors for the development of interdisciplinary identities include a lack of previous academic preparation for the new discipline, a shortage of time for work and studies, and difficulties in gaining recognition for their interdisciplinary studies and researches. Based on our findings, we propose that more affectional, organizational, and financial support should be provided by university policy makers to encourage and facilitate teachers’ future interdisciplinary development.

Yuling Qiao is an associate professor in Department of Applied Linguistics, Peking University Health Science Center. She has received her master’s degree of English Linguistics in Xi’an Jiaotong University, Shaanxi, and is now pursuing her Doctoral degree of psychology in PKU. She has been teaching English for 15 years and has made a dozen of publications in key national academic journals. Her interested research areas include teacher development, English teaching approaches, and psycholinguistics.
Groupwork and Pairwork in Asia TEFL Classroom
Yun Li

In my workshop, I will be discussing the roles of groupwork and pairwork in TEFL classrooms based on visiting and observing, and studying different TEFL classrooms from schools, colleges and universities in London.

First of all I shall introduce what I have seen and learned from these TEFL classes. Next, I shall discuss that the roles of groupwork and pairwork in these TEFL classes. Then, I shall describe the current situations of TEFL classes in China and point out the weakness that exists in China’s TEFL classrooms by comparing UK with China. Lastly, I shall talk what I have witnessed in these TEFL classrooms: how teachers organized, managed their classes, attended their students and the lively interchange between or among students, working together in small groups or in pairs, and experienced the excellent results of groupwork and pairwork in TEFL Classrooms. Last but not the least, I shall highlight that it is by visiting and observing these TEFL classes in London that helps me to have a deeply better understanding its role of groupwork and pairwork and teaches me how to use this method in TEFL classes in Asian countries, China. And finally, I shall give time and materials to invite and question my audiences to meditate and share some respective issues about the roles of groupwork and pairwork in TEFL classrooms from their country's context and see if to find out better groupwork and pairwork in TEFL classrooms may be for our daily TEFL classes and our students.

Li Yun is now teaching English language in Kunming University who rewarded master’s degree of International English Language Teaching and Applied Language Studies from the University of North London in 2005; has a strong interest and passion for English language teaching, English language studies and researches, especially in methodology for English language teaching and learning in Asian TEFL classrooms; has published academic papers on linguistics, language teaching and learning methodologies, foreign language anxiety, ILTS Test.

“Development in Naturalistic Writing”: Process-based Comprehensive Education for FL Students
Yunan Yang

Students’ comprehensive development has always been the aim of education, including FLT. To realize students’ comprehensive development in FL study, the naturalistic writing process is of great help. According to the designed unit goals and tasks of each course, the teacher guides students of different levels to read and write (comparatively or / and contrastively) on computers about different topics such as linguistic, cultural, literary, skill or occupational items which students need to study in each course, as those realistic, after-graduation researchers do in the natural or realistic studies. This process covers material collection and selection, note-taking, material oral sharing in the team or class, team outline discussion and writing, class outline report or evaluation, teacher’s marking for the team outline, teacher’s outline explanation (maybe supplement to the topic), team outline revision and editing, individual drafting in MLA / APA style, team evaluation to the ideas, materials,
Students’ responses in study and graduation paper writing as well as their answers to the questionnaires about the four years’ teaching experiments in writing class, grammar class, also in a few audio-visual classes, confirm that, by every purposeful task, practical content, natural and reasonable personal and team activities, such recycling, interactive, “academic” writing processes which naturally involves personal and team reading, writing, translating, discussing (listening and speaking) works well in setting up an interactive comprehensive education stage which provides plentiful opportunities for students to develop study interest, linguistic knowledge and skills, study competence, capability of exploring—analyzing—solving problems, academic writing, research capability, communicative competence, organization and coordination capability, critical thinking, responsibility, positive psychology, merits of mutual help, cooperation and harmony, to feel gains and progress and study actively. Comparative or / and contrastive studies on language and culture also help students to improve their mother language and culture level, strengthen even spread mother cultural essence and cultivate their sensitiveness and tolerance to cultural differences and flexibility in dealing with those differences. What’s more, this “process-based”, “student-centered”, comprehensive teaching method that follows the natural study and research process of those natural FL researchers not only allows students to harvest and progress in a “noisy” yet equal, free, pleasant, cooperative, active and meaningful study environment, but also provides a life-long study and research method, even an alternative to guide their future students to progress comprehensively in such an air.

Yun’an Yang is an English associate professor with MA in China Chengdu University of Information Technology (CUIT). Currently, his research focuses on teaching method and teaching materials. Process-based comprehensive education has been his research item for 15 years and several related projects and papers have been finished or published. He has experimented this method in the writing class, grammar class, audio-visual class of at least four grades. Now, he is finishing a text book based on this method.

The Processing of Ambiguous Sentences by Chinese Low-intermediate and Advanced ESL learners — The Case with Relative Clause Attachment
Yuncai Dai

This study investigates the effects of L2 proficiency on the processing strategies in resolving the ambiguities of relative clause (RC) attachment in sentences such as someone shot the servant of the actress who was standing on the balcony. Two groups of Chinese learners of L2 English at low-intermediate and advanced proficiency levels respectively participated in two experiments with self-paced reading technique, of which one is concerned with the disambiguation of L2 RC attachment by subject-verb agreement, e.g. Someone shot the servant (NP1) of the actresses (NP2) who was
standing on the balcony; the other is by the constraint of noun animacy on verb, e.g. The secretary lost the bag of the actress who was standing on the balcony. The results of Experiment One indicate that low-intermediate learners of L2 English prefer to attach RC to NP1 when subject-verb agreement is used to resolve ambiguity, on the contrary, they would attach RC to NP2 when disambiguating RC attachment by noun animacy; however, the results of Experiment Two reveal no significant difference for advanced learners to resolve the RC attachment ambiguity by two disambiguation strategies. In line with some previous studies, the present study argues that L2 proficiency has a significant effect on the processing of L2 RC attachment, which could be attributed to their learning experience and processing ability; additionally, animacy and structural information also play a marked role in the RC ambiguity resolution.

Dr. Yuncai Dai is currently a Professor in the School of Foreign Languages, Chongqing Technology and Business University, China. His research interests include individual differences in second language acquisition, second language sentence processing.

Investigating the Relationship between Chinese EFL Learner’s Metacognitive Awareness and Listening Performance
Yunhua Shen

Drawing on CET6 listening Sample Test and MALQ, this study investigated 232 non-English major postgraduate students from a comprehensive university in China. Data were coded and computed following Goh & Hu (2013) before statistical analysis. The results of analysis showed that 1) there is a significant correlation between participants’ listening performance and MALQ score 2) there are significant correlations between listening performance and the various aspects of metacognitive awareness except Problem Solving 3) no significant differences were found between male and female participants in metacognitive awareness 4) there are causal relationships between participants’ language proficiency (as measured by CET 6) and MALQ score as well as Person Knowledge. The study further indicates that raising learner’s metacognitive awareness may boost the development of listening skills.

Yunhua Shen is a lecturer at the School of Foreign Language Education, Jilin University. His research interests include L2 listening & writing, interdisciplinary perspectives on citation practice; Quantitative research in applied linguistics.

Integrated Model for Assessment of Progress Testing in Academic English Course
Yunian Xu

Progress testing is a subtype of achievement test form, which mainly measures or describes the learners’ dynamic progressive performance and the gaps with the goal of the program. In academic
English course at university, learners’ achievement or ability can be objectively measured with the comprehensive progress test.

The test can be designed as an open performance series with all the language skills involved. Which may contain: (1) open examination with paragraph translation and/or paraphrase at final of the course to measure the instinct language performance in thinking and intercultural transformation; while the major sections could be scattered in the entire process of the course or program, focusing on a specific topic or text that the learner chosen from the text materials. He or she was asked to do: (2) reading in depth with the material both intensively and extensively via internet or library resources; (3) then writing comments or analyzing of the text; (4) present his or her idea orally in class; besides the (5) communication with the teacher via emails should be also recorded, as well as their (6) comments or feedback of the study process. Thus all processing information as the open test paper (thinking), passage of written form or comment on the text (reading and writing), study records and feedback (learning behavior); presentation (oral communication and ICT literacy) are all collected.

While in the evaluation, the major focus was placed on the interpretation of the topic instead of language performance. The language competence and abilities were emphasized instead of the specific communication local errors. The process of learning and originate in thinking were deserved more attraction the timely language behaviors. Though we cannot totally ignore grammar errors, intonation or stress; frames of writing, we paid more to their language development and abilities in integrated communication.

Xu Yunian is a Professor of English language at Central South University, Presently he teaches Medical English for various students at Xiangya School of Medicines. He was also a tutor for MA program at School of Foreign Languages in the direction of curriculum and methodology of English Pedagogy. He had published some articles on college English teaching and learning theory and classroom practice. His researches focus on English education, especially with (English for specific Purposes) ESP and Teacher Education, as well as Testing. His email addressed are: xuyunian@hotmail.com or xuyunian@gmail.com.

The Study of Adjunct Questions on L2 Reading Comprehension
Yunmei Sun

A number of studies investigated the effectiveness of inserted adjunct questions on reading comprehension, while applying this technique to different text types remains scarce. The present study aims to study effects different adjunct questions exert on students’ reading comprehension with texts of different types. One hundred and forty-four intermediate level Chinese EFL learners were chosen and they were divided into six different groups. Each group was given either a narrative or an expository text with “what” or “why” questions or with no questions at all. A brief topic familiarity questionnaire was attached to the end of each text paper. Results showed that inserted adjunct questions improved readers’ reading comprehension both in expository and narrative texts, but only narrative texts inserted with “why” questions had significant effects on L2 reading comprehension. Findings indicated that the effects of the inserted adjunct questions may need to be
reconsidered regarding different types of texts and Chinese L2 learners at intermediate level.

Sun Yunmei is a professor in Foreign Languages School of Huazhong University of Science and Technology. Her research interests are in Second Language Acquisition, Teacher Education and Development, Sociolinguistics. Her Email address: sunyunmei@hust.edu.cn; 634942621@qq.com.

Curriculum Design for Speaking Instruction Adopting Process Drama Techniques for Korean Middle School Students
Yunyoung Hwang

The project involves the development of a speaking class curriculum that adopts process drama techniques. Traditional speaking classes in Korea where students do laboratory pattern drills with learning by rote have not much contributed to improve Korean students’ speaking proficiency and communication skills. To reform the speaking classes in Korea, the researcher have designed a curriculum that can improve not only learners’ speaking proficiency but also their confidence in English speaking as boosts learners' motivation. The curriculum is designed based on principles of communicative language teaching and process drama. According to Kao & O’neill (1998), process drama in L2 classroom increases the fluency and confidence of the learners. Also, it develops their social and linguistic competence as well as listening and speaking skills. The effectiveness of adopting process drama in EFL classroom has been proved in several studies (e.g., Kim, 2014; Lee, 2014; Park, 2011). To fulfill the objective, the researcher first analyzed Korean middle school students’ needs by conducting a survey and detecting their weakness. Second, the researcher investigated the positive effects of process drama on a learner’s speaking proficiency, communication skills, and motivation. Third, a syllabus and sample chapters based on the theories and data collected were developed. Fourth, micro-teaching was implemented based on the curriculum design in the drama class in IGSE. This curriculum is expected to provide opportunities to strengthen both linguistic competence and communicative competence that enable learners to effectively communicate in English in the real world. Also, the curriculum might enhance students' social competence as it allows them to actively interact with others in a class.

Yun-young Hwang is now a first year student for a Master’s degree in English Language Teaching at International Graduate School of English. She holds a Bachelor of Arts degree in Linguistics from Simon Fraser University in Canada. Her main interesting field is curriculum development adopting process drama and her current research interests include several studies related to acquisition of L2 speaking. She has observed English learners thoroughly as she has taught students individually or as a group for many years. Also, she has experiences of teaching middle school students in a private English institution in Dae-chi Dong, Kang-nam where is one of centers for education in Korea.
Dictogloss Technique on the Effectiveness of Song as a Strategy to Help Music Education Students to Improve Pronunciation and Vocabulary

Yuri Lolita

Pronunciation and vocabulary is a person’s ability on how one understands the sound system, and the impact on a person’s speech which will directly affect the meaning or significance if in the context of the English language. In the English language, different sounds will mean different meanings, depending especially writing, and will greatly affect oral communication. it is an indicator that there must be a way to do so that it can be minimized so that our education system is changing for the better.

The purpose of this study is to answer the problem, whether there is the writer design a recommended technique as a strategy to teach pronunciation and vocabulary for music education students effectively. It is called Dictogloss Technique. It is learning activities with dictation technique; His strategy can be applied individually and in group. Dictogloss Technique helps the students as vocabulary and pronunciation learner, easier to improve their vocabulary and pronunciation size. They can easily memorize new words in each category of vocabulary better than through other dictogloss technique on the effectiveness of song.

This research used descriptive quantitative. The subject of this research was done to 50 students in class of music education of UNESA. The data collection technique that is used is questioner of the bravery of the students in asking questions to know the students who have lack of bravery in asking questions to the lecture in the class.

It can be concluded that vocabulary and pronunciation are the most important English skill to be learnt by learner if they want to communicate in their target language. How well the students learn grammar, no matter how successfully the sounds of target language are mastered.

Yuri Lolita is lecture at English Department at The State University of Surabaya. She completed at a Bachelors degree (S.Pd.) in English department at IKIP Surabaya (1998) and a bachelor degree (S.T.) in Architecture Department at Institut Teknologi Adhi Tama Surabaya (ITATS) (1997). She completed her master of education (M.Pd.) at The State University of Surabaya (2007).

Yuri Lolita’s research has media and ICT about Developing Model of English Learning-based Computer Assisted Language Learning (CALL) to Mnemo technique for junior high schools and Reading and Writing with CALL. About media she has “Vocabulous: Vocabulary Various” Game as Media to Teach Vocabulary for Seventh Graders and “Pinch Me Baby” Game as Media to Teach Vocabulary for Fourth Graders Students.

Activity Designs and Instructional Practice of Voice Tube Videos for English Instruction

Yu-Wei Lin

Digital natives and immigrants learn and process the information differently. Digital natives can use more technology in the classroom. Compared to the digital immigrants, digital natives are
expected to be more ready to use technology (Kárpáti, 2009; Meurant, 2006; Prensky, 2010). This case study analyzes a digital native’s instructional activity design and implementations of these activities among a digital immigrant. Data in this study included a video, activity designs, the digital native’s and immigrant’s reflection. Participants in this study included one digital native as a teacher and a digital immigrant as a learner. Based on the data analysis, this study has two major findings. First, the Voice Tube videos were authentic materials to arouse the digital immigrant’s English interests and motivation. Second, the digital native’s activity designs for comprehension quizzes and vocabulary quizzes helped the digital immigrant comprehend the Voice Tube videos. Suggestions on a digital native’s effective design and instructional practice of Voice Tube videos among a digital immigrant are provided.

Yu-Wei Lin is currently a junior in Department of English Instruction of National Hsinchu University of Education. She will pursue her further study in the United States after graduation. Her research interests included language education and digital literacy.

Incorporating US Foreign Language Education Standards and Content of the Language Curriculum into the Context of College English Teaching in China

Yuying Gao

This study aims to incorporate the US foreign language learning standards and the content of the language curriculum into College English Teaching in China and examine its effect on college English teaching and learning, and its effectiveness in promoting students’ English proficiency.

The paper begins with an introduction to the US foreign language education goals issued in 1999, which are known as the “5 Cs of foreign language education”: Communication, Cultures, Connections, Comparisons, Communities. In the meanwhile, the content of the language curriculum was broadened seven elements. They are language system, cultural traits and concepts, communication strategies, critical thinking skills, learning strategies, other subject areas and technology.

The paper then focuses on an empirical study for one academic year in which the English instructor designed the teaching practices under the guidance of the goals and teaching elements mentioned above. An online questionnaire was carried out at the end of the first semester in which students were asked to give assessment for the teaching practices and tasks they had been assigned. They were also encouraged to give suggestions on how to better implement these concepts. At the end of the academic year, students took national College English Test 4. Some volunteered to report to the instructor about their gains from this class.

Finally, a discussion is made of the questionnaire, students’ reports and their CET-4 scores. Students’ reports as well as the teacher’s observation show their concepts about English learning changed greatly. For example, they develop an awareness of understanding cultural concepts in the target language, learn to think critically. However, the CET-4 scores show no remarkable increase in their English proficiency. The possible explanation for the discrepancy is that CET-4 tends to assess one of the contents of the language curriculum, namely, language system.
Gao, Yuying, graduated from Beijing International Studies University in 2003, M. A. Field of study: Second language acquisition; Foreign language teaching and learning. Working Experience: She has accumulated extensive teaching experience of English as a foreign language in China, and has been actively involved in tutoring students to participate in national English speech contests and English debating contest at national and Asian level. From 2006 to 2007 she worked as a visiting scholar at Southern Connecticut State University, initiating the Chinese program at Southern.

**Formative Assessment in a Test-Dominated Context: How Can Test Practices Become More Productive**

Yuying Zhi

In recent years, increasing attention has been paid to the roles that assessment plays in promoting learning. While formative assessment is considered to be a powerful device for improving student learning, its learning potential has been less extensively explored in contexts where summative assessment dominates, as summative assessment is considered to undermine the effective implementation of formative assessment. The current paper explores the potential to use tests formatively in a test-dominated context (i.e. formative use of summative test or FUST). The study adopted a qualitative approach, collecting data from three classes in a Chinese high school through classroom observations and interviews. Findings revealed that tests were used to a certain degree to improve student learning through test follow-up strategies. Situated in a context dominated by high-stakes tests, the current study provides a contextual perspective of formative assessment and contributes to the understanding of how summative assessment may be used formatively.

**The Influence of a University-supported Project on Teachers' Beliefs: a Study of Three Primary English Teachers**

Zehang Chen

Beliefs are considered as a key element in teacher learning and have become an important focus for research in language teacher education. Whereas there has been an increase in university-supported projects which aim at improving classroom teaching, their impact on teachers' beliefs has not been carefully studied. The present study intends to follow three primary English teachers for a year in a university-supported teaching reform project to examine if changes of teachers' beliefs can be identified and in which way the project influences teachers' belief changes. Data were mainly collected from interviews, classroom observations and project activities records. The results show that teachers’ beliefs can be influenced by the project but their changes vary and have different features. The most effective and influential project activities are also identified which can inspire future university-supported projects.

Dr. Zehang Chen is the chair of English Department, School of Foreign Languages and Literature,
Using Rubrics to Assess EFL Academic Writing
Zeli Chen

English for academic purpose (EAP) has drawn increasingly wide attention in EFL contexts. One of concerns is how to assess EFL students’ academic writing for various purposes. As an effective assessment tool, rubrics are also reported to have both teaching and learning potentials in wide range of disciplines in higher education (Powell 2001; Andrade and Du 2005; Schneider 2006; Reddy and Andrade, 2010; etc.). However, there is little such evidence found in EFL contexts.

This study is to examine the effect of using rubrics as an assessment and learning tool on students' academic writing performance, in particular, from students’ perspective. The development of rubrics used in the study was also outlined. Data were collected through questionnaire, student interview and students’ written samples. The collected data were analyzed through the procedure of protocol analysis.

Findings indicated that rubrics were an effective procedure to assess EFL students’ academic writing and that most EFL students had positive perceptions on rubric use. This study also indicated that integrating rubrics into the course could enhance students learning, in particular, when rubric elements were explicitly taught.

Chen Zeli is a Chinese English language teacher at the University of Electronic Science & Technology of China (UESTC) with more than twenty years’ teaching experience. Now She is teaching EAP courses.

She is a member of MwALT (Midwest Association of Language Testers, USA) and a member of China English for Academic Purpose Association (CEAPA). Her academic interests are: language testing, English for Academic Purpose.

The Effects of Different Presentation of Words on Low-level English Learners
Zeng Fengying

Abstract: As a group often neglected by various language seminars, trainings or meetings, low-level English learners from art colleges and sports academies have been challenging their English teachers. For most of them, English is a great obstacle to overcome. No interest, poor foundation, no context, especially no accumulation of words further reduce their interest in English learning, so how to effectively help them grasp more words has been a general pursuit for those English teachers. Pretext presentation, co-text presentation and modified pretext presentation are generally carried out in our English class. This essay aims to examine how different presentation of words have helped the mastery of English vocabulary, and to what extent it has influenced the students’ academic curiosity and achievement by means of qualitative methods.
Why Do School Policies on CELST Test Preparation Differ? — An Investigation into the Washback of CELST through Examining School Administrator Attitudes and School Policies

Zhang Fang

In 2011, a new test was introduced to NMET (Guangdong), the computer-based English Listening and speaking test (CELST). Formerly an optional test, CELST was made compulsory to all high school graduates, thus it posed a new challenge to the stakeholders. However, there has been very little investigation launched to probe into the effect CELST has brought to the schools and the test participants. Moreover, existing washback literature has made many investigations on the washback of highs take tests on teachers and learners. Yet very little attention has been offered to how administrators and the school policies responded to new test reforms. CELST is a special test in terms of its construct and mode of test administration, therefore it sets particular requirement on test prepreparation, such as teacher quality, student communicative language proficiency and the provision of electronic facilities. Thus the researcher performed field investigations in six schools of different levels in two socioeconomically contrasting regions in Guangdong and examined the school policies related to CELST test preparation. The administrators of the six schools were also interviewed and expressed their attitude and perceptions on CELST and the test preparation. Through qualitative analysis of the observation and interview data with the Expectancy-Value Theory as the basis of the coding scheme, the researcher discovered that the school policies on CELST test preparation did differ with various intensity. And the school administrators' perceptions on the value of CELST and their expectations of CELST test results made them allot differing degree of attention on CELST. Unlike popular complaints that CELST is a test that discriminates against disadvantaged regions and students, the researcher discovered that the administrators' beliefs and preferences in teaching arrangement for Gaokao haver actually decided how a certain school prepare for a new test.

Zhang Fang is currently a doctorate candidate in Guangdong University of Foreign studies. Her scholarly interest is language testing and assessment, particularly high-stake test washback and qualitative data analysis. In recently years, she has assisted her supervisor Zeng Yongqiang in a series of investigations on the washback effect of the Computer-based English Listening and Speaking Test in the Guangdong Version of NMET. This paper is part of the findings from the investigation of CELST washback.

An Overview of Rasch Model: Status Quo and Prospect in China

Zhang Quan

An Overview of Rasch Model: Status Quo and Prospect in China. ZHANG Quan.Faculty of College of Foreign Studies, University of Jiaxing, P.R. China Ph.D Program , City University of Macau, SAR, P.R.China This paper presents an overview regarding testing and assessment with focus on the use of Rasch model for research currently across China Mainland, listing some significant Rasch-based research work being done or to be done ever since PROMS2012 held in China. In a word, Rasch-based research work is increasing in China Mainland. The status quo is optimistic and prospect
tantalizing. The paper falls into three parts. The first one introduces Rasch Model: Status Quo in China with focus on item analysis and test equating. The second parts presents translation work on sample books published by Journal of Applied Measurement (JAM), USA will be distributed at the time of paper presentation.] on testing and the third part will briefly discuss the significance and limitations in this filed. The purpose is to remind our Chinese and Asian counterparts of the fact that teaching and testing are closely related. One cannot do well without the other. Key words: Rasch Model, conference, workshop

Prof. Zhang Quan Ph.D, ETS senior visiting scholar, UCLA senior research scholar and Ph.D supervisor of City University of Macau, is working in Jiaxing University, P.R.China. His area of expertise and scope of interest fall into computerized cognitive testing, Rasch-based research mostly quantitative-oriented via the application of computer software such as Gitest, BILOG etc. He has published monographs. Prof. Zhang is invited as key-note at international conferences home and abroad, hosting international conferences and IRT workshops. He is the secretary of Pacific-Rim Objective Measurement Society (PROMS), editor of both Journal of Applied Measurement (JAM) USA and the Springer, German, for Proceedings of PROMS 2012 and 2014.

An Exploration of a Model of EFL Collaborative Learning for the Discussion Forum of MOOC Edx

Zhang Wenxia

MOOCs emerge as an open online education model nowadays. Meanwhile, they also meet the need for collaborative learning against the background of modern education. This paper aims at exploring a model of EFL collaborative learning based on the discussion forum of a course on MOOC edx-- English Conversational Skills which enrolls learners with diverse L1s. In the model, discussion forum serves as a learning community in which learners are the main participants of learning activities and teachers are supporters and monitors. With an efficient and flexible communication pattern, this model contributes to a highly interactive teaching environment. The processing of this model is characterized as: 1) e-discussion by sending, receiving, following and reviewing posts in English 2) externalization of encyclopedic knowledge relevant to discussion topics; 3) elicitation of course-related knowledge from peers or teachers; 4) establishment of consensus that leads to collaborative construction of foreign linguistic and cultural knowledge based on the integration of ideas; 4) sharing and acquisition of knowledge in lasting ELF communication.

From the feedback of learners, EFL collaborative learning model brings forth a novel education experience that reflects cognitive, social and teaching dimensions. Compared with traditional classroom instruction, this model is more advantageous for the following reasons. Firstly, both teachers and learners can act as the provider and evaluator of teaching resources for a better understanding of course contents. Secondly, a cycle is created by this model, where language input and output enhance each other. On one hand, output in interpersonal interactions call for the demand of input. On the other hand, sufficient input promotes the output for public comments. Thirdly, this model helps learners increase the depth and range of EFL learning during language use. It also enlarges the communication circle, since posts as a kind of medium can be sent to a large
audience. In this sense, it makes reception and transmission of messages more effective.

In general, collaborative learning model for discussion forum of MOOC edx stimulates learners’ autonomy, positivity and creativity, enabling them to experience the instrumental and humanistic value of English.

A Survey and Analysis of Non-English Majors’ Autonomous English Learning Competence  
Zhaojie Leng

Based on the review of autonomous language learning theory, this paper sets out to investigate the level of non-English majors’ autonomous English learning situation, identify the problems existing in their English learning, and find feasible strategies to improve autonomous English learning competence in the current Chinese context. 90 second-year non-English majors participated in this study. The quantitative data in this study were obtained from one questionnaire. The questionnaire is composed of 25 items on a five-point Likert Scale, which covers five aspects: identifying what has been taught; formulating the learning objectives; selecting and implementing appropriate learning strategies (LS); monitoring the use of LS; monitoring and evaluating learning. The choices they made were transformed into means and standard deviations (S.D.) by SPSS 11.0. Results from the study indicate that the overall degree of learner autonomy (LA) of non-English majors stays at a low and medium level. On the basis of the findings of the study, several strategies are suggested to foster learner autonomy for both the students and teachers. Students should undergo a considerable transformation of their beliefs about language and their role as a learner. In addition, learning strategy training, especially metacognitive strategy training, incorporated into language teaching is an effective way to enhance students’ autonomy in English learning. Teachers are proposed sharing their control over the language classroom with their students and creating an environment, which can allow students to exercise increasing responsibility for their own learning.

English Newspaper Materials as a Platform to Enhance the Newspaper English Teachers’ Quality  
Zheng Lei

Based on the basic qualities of college English teachers, this paper mainly analyses the concept and the ways of professional development of English teachers. By comparing the relevant investigation and comparative analysis, it aims to explore the viability and value of English newspapers in improving the basic qualities of English teachers, thus, to find a proper way of training expert teachers
The “Aphasia Phenomenon” of Chinese Culture among Non-English Majors in Intercultural Communication
Zheng Shao

Globalization and multi-polarization call for the effective intercultural communication. With the rising of China, especially the proposal of “One Belt and One Road Policy”, Chinese culture plays an increasingly significant role in the intercultural communication all over the world. The previous studies tended to center on the acquisition of foreign language and foreign culture among English majors. However, to some extent, they neglected the importance of Chinese culture and the existence of larger proportion of non-English majors in China. Therefore, focusing on the “aphasia phenomenon” of Chinese college students, the paper makes an attempt to do a research among non-English majors by questionnaires and interviews, which is to answer the following questions: i) Do they have enough opportunities to engage in intercultural communication? ii) What obstacles do they encounter with and why do they have such problems? (e.g. the lack of knowledge on foreign culture and the “aphasia”of Chinese culture)? iii) What solutions can we take in order to solve the problems, including language policies, school regulations and individual efforts?

Acoustic Analysis of Chinese EFL Learners’ Intonation Patterns of Three Types of Tag Questions
Zheng Shao

The present study investigates the intonation pattern of Chinese EFL Learners on the production of three types of English tag questions. The participants were 4 native speakers from America and 12 college students (non-English majors) from Nanjing. All participants were asked to read situational dialogues containing 9 tag questions (3 types in total: informational, confirmatory and peremptory tag questions), and their reading were recorded. Based on Halliday’s 3T system, with the help of Praat and the measurement of pitch range, pitch average and speaking rate, the following results were obtained by analyzing the recordings. 1) Tonality: compared with native speakers, learners tend to depend more on pause than on other acoustic cues to identify IP boundaries. They prefer to divide each tag question into more but shorter intonation phrases as well. 2) Tonicity: improper placement of nucleus is quite common among learners. Native speakers put the nucleus on the auxiliary verb in all three types of tag questions whereas learners tend to make the personal pronoun as the nucleus. 3) Tone: the majority of the learners (77.8%) and all the native speakers (100%) use rising tone in informational tag questions; 27.8% of learners and 75% of native speakers use falling tone in confirmatory tag questions; 11.1% of learners and 87.6% of native speakers use falling tone in peremptory tag questions. This suggests that Chinese EFL learners are not able to make proper tone choices of tag questions in accordance with their different attitudinal functions.

Zheng Shao
Graduated from Nanjing Normal University in 1999 with a Master’s Degree in English Language and Literature, I have been working as a College English teacher in Southeast University for 16 years. With great interest in intonation and teaching, my colleague and I have been analyzing intonation
patterns of Chinese EFL learners for about 4 years.

To Foster Normal University English Majors' Intercultural Awareness by Creating an Interactive Classroom Atmosphere
Zhiying He

Second language learning is often second culture learning. It is widely believed that culture learning is an integral part of language learning. So in the process of second/foreign language learning, it is necessary to introduce to students some cultural knowledge and develop their intercultural awareness. According to the English Curriculum Standard of Compulsory Education issued in China in 2011, apart from mastering language knowledge and skills, another important basic idea for the new curriculum is to develop students’ cross-cultural awareness and promote international understanding by experiencing different cultures in order for students’ overall development. Therefore, as the future English teachers at primary and secondary schools, normal university students need more training in the aspect of intercultural communicative competence. This paper is to explore the ways to raising English majors’ cross-cultural awareness by creating interactive classroom atmosphere.

He Zhiying is an English teacher at the School of Foreign Languages at Inner Mongolia Normal University (IMNU). Her research field includes English teaching methodology, applied linguistics and cross-culture study.

The Application of Software Systems Could Be Alternative Teaching Methods for English for ESP Classroom
Zhiyu Li

Dictionary-making has been considered as a task for the lexicographers and specialists. In the digital age, many free software systems and websites are available for the public, which could be employed as alternative teaching methods for English for Specific Purpose (ESP) classroom. This paper investigated how the application of software systems might facilitate ESP classroom. By applying FrameNet from Berkeley and Language Explorer in Translation & Bilingual Dictionaries course, the authors observed how these software systems have motivated and benefited the students when they worked as separate groups to use one of the software systems to create their own multimedia online specialized dictionaries in the field of physical fitness and health. In this 18-week course (3 hours/week), the authors designed a task for the students to accomplish – students were required to use different software systems or websites in building their own mini-dictionaries. By evaluating their performances, the authors summarized the advantages and limitations of this project. The software systems’ advantages included well-structured data, powerful parsing and grammatical analysis, abundant linguistic and cultural data and notes. Unfortunately, the software
systems in ESP classroom also showed their immaturity, poor handling of media, unstable technology, et al. At the end of this paper, the authors listed some challenges and suggestions for using software systems in ESP classroom. By writing this paper and sharing experience of applying software systems in ESP classroom, the authors hoped to encourage more teachers to use software systems in class and improve their technology knowledge and skills out of class.

Zhiyu Li, Associate Professor, College of Foreign Studies, Jinan University.

Status Quo and a Call for Change: On the Academic Inadequacy and Inaccuracy of Major IELTS-related Publications in the Mainland of China
Zhong Deng

IELTS has become an increasingly influential test in China with the number of candidates skyrocketing every year. According to the official statistics, however, Chinese candidates are not doing a satisfactory job in IELTS compared with candidates in many other Asian countries and regions. In search of possible reasons for such underperformance, this paper intends to give a detailed account of the academic inadequacy and inaccuracy of some major IELTS-related publications by Chinese teachers and trainers in mainland China by focusing on the following issues: 1) the misleadingness of such publications as test-preparation materials for IELTS candidates; 2) the insufficient academic training of the authors (who are IELTS instructors as well); 3) the absence of a specialized board for the censorship of such publications. By doing is, this paper stresses that a host of Chinese IELTS candidates are suffering from the academically disqualified publications and calls for a substantial change of the undesired status quo. That is, it is imperative to halt the excessive commercialization-orientedness of such IELTS-related publications and enhance the academic awareness and capabilities of the authors. Meanwhile, all the publications should be under close scrutiny on the part of a panel of scholars and experts before they are to be issued.

Deng Zhong, male, was born on Oct.15, 1980 and currently works at the School of Foreign Languages of Southwest University for Nationalities (SWUN). The author has been teaching IELTS and TOEFL to Chinese English learners since 2004 and has gained much first-hand experience by giving lectures, organizing tutorial sessions and interacting with students in and after class. The author is also a PhD student in the program of cognitive linguistics at Hunan University.
Email: icomehere@126.com

Improve Language Learning by Flipping
Zhongjie Wu

Can Flipped learning (FL) integrated with Project-based learning (PBL) lead to the advent of effective English learning? A new language program as experiment was designed and put into
practice for the answer to the question. The program started for 720 students in the fall semester of 2014 at University of Electronic Science and Technology of China, and repeated for 325 students in the spring semester of 2015. Now the third round of experiment is in process for 512 students. The data collected from questionnaires at the end of each previous semester shows that most of the students responded positively to the PBL+FL English program, and claimed they had achieved their learning objectives. How flipped learning can help students achieve their goal in English learning concerns online learning before and after class, and the use of and practice with the language in class. For online learning (both mobile and web), adequate resources such as video and audio clips are produced by the teachers and provided to help students comprehend the new materials. Access to online communication with the peers and the teacher is available for the students in case help is needed. In class, most time is used for interactive activities. Students discuss, present or act out what they have prepared. PBL is applied to connect activities of a unit to a final language product. This presentation will discuss technology-enhanced language learning, present the results from the experiment, and reflect on the gains and obstacles of flipped PBL in teaching.

The Relative Contribution of L1 Listening Comprehension Ability and L2 Language Proficiency to L2 Listening Comprehension
Zhuqin Wen

First language listening ability and second language proficiency are two major factors that impact second language learners’ acquisition. However, the extent to which second language ability is a function of the transfer of L1 listening ability or the function of L2 proficiency has not yet been determined. This paper aims to explore the relative contributions of L1 ability and L2 proficiency to L2 listening comprehension for learners at different levels. Meanwhile, it tends to verify the linguistic interdependence hypothesis and linguistic threshold hypothesis underlying the research questions. Thus, the present study will contribute more data to illustrate the relationship of L1 listening, L2 proficiency and L2 listening comprehension in listening as well as provide some implications for instructors and second language learners.

Empirical research is conducted in this study to examine the contributions. The results show that the L1 (Chinese) listening ability is significantly correlated with L2 (English) listening (r=.48, p<0.001), and there is no significant correlation for the low-level students (r=.27, p>0.05) while significant correlation for the high-level students (r=.57, p<0.01). Simple regression analysis shows that L1 listening ability can explain 23% of the variance in L2 listening comprehension (p<0.001). Multiple regression analysis also demonstrates that both L1 listening ability and L2 proficiency are predictors of L2 listening comprehension for the full sample of participants (R2=.49, p<0.001; R2=.08, p<0.001) with L2 proficiency as a better predictor.

Thus, the present study confirms the existence of linguistic interdependence in languages form two different language families, suggesting that L1 and L2 listening ability are correlated with each other. Meanwhile, it also testifies the linguistic threshold hypothesis, emphasizing that the transfer of the L1 listening ability can only occur when L2 learners have attained a certain level of language proficiency. Research suggests that the influence of the L1 listening ability cannot be ignored in
second language instruction, and different teaching methods should be applied for the L2 learners in accordance with their language proficiency.

Using Constructive Group Work for a Speaking Class
Zolzaya Choijin

This paper investigates some efficient ways how to improve speaking abilities while organizing constructive group work in a speaking classroom based on the teaching experiences and other researchers’ suggestions. The aim of this article is to discover some appropriate ways to develop speaking ability in a collaborative classroom setting and to determine teacher and student roles. A language class can’t be imagined without working in a small group or pair work. Especially, when we teach speaking practice class each activity that we organize, requires us to work with partners for exchanging new information. Teachers can improve speaking abilities by organizing different kinds of group activities that must be suited with learners’ interest and goals in a collaborative classroom. The results of the study show that some progress in speaking abilities for our students was shown during the group work. Finally, it proves that when students work in groups they have much more time and opportunities to improve their speaking skills while learning from others. Looking from the study, if the right activities are taught in the right way, speaking class can be a lot of fun, raising learners’ motivation and making the English classroom a fun and dynamic place to be.

Zolzaya Choijin My name is Zolzaya. I work as a lecturer at the department of English Studies of Mongolian University of Science and Technology, Ulaanbaatar, Mongolia. I have been teaching English for 21 years since I graduated from the Institute of Foreign Languages in 1993. I was awarded with Master of Arts in English, Russian Interpreter Engineer from the School of Language Education, MUST, Mongolia in 2001. I recieved my Ph.D in English literature in 2015 from Gyeongsang National University, Jinju, Korea. My dissertation topic was “Emotion Metaphors in English and Mongolian with Special Reference to Anger, Love, Happiness, and Sadness”. I published many articles in relation to linguistics and teaching methods in Korean and Mongolian journals

Teaching the Bible as Literature
Zongying Huang

In the preface to the 2nd edition of my A Literary Introduction to the Bible (Beijing: HEP, 2015), Professor Leland Ryken from Wheaton College in the U.S., says that “The Bible is not only an example of unsurpassed literature—it is also the best introduction to literary form and technique.” 22 years ago, in the Yeching International Symposium ’94 Western Literature and Christianity (“the first of such kind ever held in China”), Professor David Lyle Jeffrey from the University of Ottawa, Canada, said that “The Bible is so much a foundational text for Western literature that a great deal of it would be unimaginable in its present form without the scriptural precedent,” so he best wished us to “Keep
Professor Liu Yiqing from Peking University, a co-chairperson of the symposium, said that “The Bible, both as a religious and a literary text, provides the Chinese scholars with a rich source for the understanding and research of western history, culture and society.” In this paper, the Bible will be first of all approached as a literary work, because the deepest truths may only be expressed in symbols, metaphors, and stories; secondly, the Bible can be read as an anthology containing, apart from two main genres—narrative & poetry, such literary forms as prophecy, visionary writing, apocalypse, pastoral, encomium, oratory, drama, satire, and epistle; thirdly, the Bible can be understood as an experience, because, by presenting concrete human experiences, it enables the reader to share and relive the experiences in their imagination and to identify the recognizable human experiences in a text; fourthly, as a unique text, three types of writing predominate and are intermingled in the Bible “theological or moral exposition, history, and literature”; Fifthly, as literary archetypes, the Bible is the most complete repository of archetypes in the Western world, which makes the book a universal and primeval book, reaching down to bedrock human experience; and finally, as a literary course for college students in China, the Bible as literature not only explores the literary elements of the Bible and its vigorous and vital influence on western culture, it also reinforces the intercultural awareness among Chinese college students. It is, therefore, an unavoidable and undeniable effort to be made by university students in China at the present context of globalism to have an experience of reading the Bible as one of the two most important sources of Western culture (The other source is the Greek and Roman mythology). So the problem now is not why we should read the Bible, but how to get the best result in the shortest possible time.

Huang Zongying, Ph.D. from PKU (1996), Professor of English at College of Arts and Science in Beijing Union University, author of Robert Frost Study (Shanghai: SFLEP, 2011), editor of Selected Readings in British and American Poetry (Beijing: HEP, 2007, 2014), and translator of Leland Ryken’s Words of Delight: A Literary Introduction to the Bible (Beijing: PKU Press, 2005).

English-featured School-based Curriculum Promotes the Coordinated Development of Students’ Multi Intelligence

Zou Limin

Shanghai Jing’an Foreign Language High School (SJFH) is a privately-run middle school featured in English teaching. In order to avoid the practice of valuing grammar and group teaching over English communication abilities and individualized teaching in traditional teaching mode, the school set up a series of special school-based courses, including “Individualized English Reading”, and practice-oriented activities. Individualized English reading is a learning process through active and self-initiated reading exercise, centering in students’ demands, under the guidance of a teacher. It explores the characteristics and qualities of particular students under normal circumstances. The school also endeavors to create language environment through various activities, such as bilingual flag raising ceremonies, bilingual class meetings, English charity sales, English stages, English broadcasting stations, and Welcome to Shanghai activities so as to broaden students’
vision, stimulate interests in learning English and exhibit their ability of language using and communication. The opening of school-based curriculum fully exercises the school's concept of “Well-rounded Development with Specialized Language Abilities”, and promotes the coordinated development of students’ multi intelligence.

Zou Limin (1974- ), female, Ed.M. Dean of senior teacher of English, Shanghai P.R. China 600041. Tel: 86 62533232-119, E-mail:zouliminjs@163.com.

Ms Zou has been teaching English in SJFH ever since the foundation of the school. She has participated in the reforming of school English curriculum and has been the leader of Individualized English Reading course project. She is now working as dean of SJFH, who is responsible for the school course management and evaluation.

3-PP-811-3

The Teaching of Critical Reading in an EFL Classroom
Zubaedah Wji Lestari

The study exposes the effectiveness of teaching critical reading in an EFL classroom in one public senior high school in Bandung, Jawa Barat, Indonesia. This study was conducted as an effort to help students develop their critical reading. The teaching of critical reading in senior high school level is considered very potential in that the students face a lot of choices of sources of information and that they will face a lot of more reading material at the higher level college. Therefore, this research attempts to examine the development of students’ skills in critical reading teaching. This study used a qualitative method in the form of case study design. The data were obtained from several sources, those are written test (pre-test and post test), classroom observations, students journal, group interview, and questionnaire in the end of teaching program. The finding revealed that the teaching of critical reading to some extent successful in developing students critical reading skills. With the reference to the finding, it is recommended that critical reading be taught in the senior high school level with some modification to the material used in the classroom and better classroom management. Further, research on critical reading is widely open in other content subjects, and in other language skills.

Zubaedah Wji Lestari is an English lecturer and her interest are in the field of education, literacy and linguistics.

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Peer Support Group: a Vehicle for Future Sustainability in English Teaching & Learning
Zulaiha Abdul Rahman

The title highlights the relationship between teachers and motivations for changes in the school setting. This collaboration has resulted in achieving steady and continuous progress in the professional development and has laid the foundation for ongoing sustainability through teacher
cooperation.

I will present a chart tool and the audience will be asked to match school based statements to peer group support or other support systems. Any differences will be noted at the end of the session.

I will show through video and photos of how the combined efforts of peer group support and my changes in resource making, class management and confidence building has impacted on students’ learning and what happens when this is removed. Evidence will be presented through a short talk on teacher’s own experience of temporarily losing this support (Zulaiha’s story).

By the end of the project, my research based on the district’s sub cluster group should prove that peer group collaboration is necessary to sustainability in English Teaching and Learning for primary school children.

Zulaiha teaches at SK Menumpang, Kuala Penyu. She has been teaching for 7 years, is an English teacher and Head of the English panel, and is currently teaching Years 1,2 and 3. She has a Bachelor of Education (TESL) with Honours from the International Islamic University of Malaysia, UIAM. Had presented at the British Council Conference 2015 in Kuching Sarawak and MELTA 24th Conference 2015 in Kuala Lumpur.