The Seventh CLS International Conference
Conference Handbook

Learning in and beyond the Classroom: Ubiquity in Foreign Language Education

1-3 December 2016
Education Resource Centre, U-Town (NUS)
Singapore
THE SEVENTH CLS INTERNATIONAL CONFERENCE
CLaSIC 2016
Learning in and beyond the Classroom:
Ubiquity in Foreign Language Education
1-3 December 2016

Organised by
Centre for Language Studies
Faculty of Arts & Social Sciences
National University of Singapore
Table of Contents

CLaSIC 2016 Chair’s Foreword 4
CLaSIC 2016 Organising Committee 6
Sponsors 7
Overview of Conference Programme 8
Abstracts (papers) 9
Abstracts (posters) 64
List of Participants 70
Map of Conference Venue 79
Presentations — by Day

3
Since its inauguration in 2004, our biennial Centre for Language Studies International Conference, CLaSIC, has grown to become a community of scholars, researchers, and practitioners who share a common interest in the vibrant field of foreign language teaching and learning.

This year’s theme for the conference is: Learning in and beyond the Classroom: Ubiquity in Foreign Language Education. In the current educational landscape, learning has become a multifaceted experience that transcends spatial, temporal and cultural barriers. At many centres of foreign language learning, educators have similarly been seeking to push the boundaries of teaching and learning space beyond the traditional confines of the school and the classroom. Learning activities and interactions are today often a combination of synchronous and asynchronous experiences, including various forms of on-site and off-site curricular activities, and virtual interactions in the digital world. Furthermore, learning is no longer restricted to print materials, as ubiquitous computing has enabled easy and immediate access to seemingly limitless electronic resources for foreign language teaching and learning. Acknowledging such trends in foreign language education, our conference theme invokes the term ‘ubiquity’ to refer to a seamless continuum of learning experiences across formal and informal learning situations, as well as technology and non-technology based learning interactions in and beyond the classroom.

In making the study of ubiquity in foreign language education the theme for CLaSIC 2016, the Organizing Committee encourages participants to actively contemplate and debate essential issues related to this theme. Some of these are in diverse sub-themes such as “Learning Theories and Ubiquitous Learning”, “Autonomy, self-direction and motivation”, “Study abroad and in-country language immersion”, “Technology and ubiquitous learning”, “Curriculum and materials development”, “Instructional approaches and methods”, “Blended learning”, “Learning strategies and learning management”, “Teacher education and development”, “Assessment and evaluation”, “Teacher education and development”, which are important areas for language educators to further explore. It is hoped that through scholarly and critical exchanges on this wide range of topics, participants will gain a deeper understanding of ubiquity in foreign language education in its various forms and with its various contributions to teaching and learning.

CLaSIC 2016 also will play host to the Fifth Asia-Pacific Symposium for the Teaching of Asian Languages. We are excited to welcome several renowned universities who have been our partners for the symposium, some of them since 2008. In addition to our existing collaborators – the Australian National University, the Chinese University of Hong Kong, the City University of Hong Kong, the Hong Kong Institute of Education, the Hong Kong Polytechnic University, Institut National des Langues et Civilisations Orientales (INALCO), the Tokyo University of Foreign Studies, the University of Wisconsin-Madison – we are pleased to welcome new partners in the National Taiwan Normal University, the RMIT University and the University of Toronto Mississauga. On behalf of the organizing committee, I would like to thank our four distinguished keynote speakers, Prof Hermann Funk, Prof Agnes Kukulska-Hulme, Prof Shinji Sato and Prof Glenn Stockwell. I also would like to thank all the contributors to this conference, including paper and poster presenters, symposium presenters and discussants, and all other participants attending and enriching this conference. Our sincere thanks go also to our sponsors who have generously helped to make CLaSIC
2016 a reality, namely the Faculty of Arts and Social Sciences, the Char Yong (Dabu) Foundation Limited, Lee Foundation, the Chinese Language and Research Fund, and the Japan Foundation. We also are grateful to the Australian National University, the Chinese University of Hong Kong, the City University of Hong Kong, the Hong Kong Institute of Education, the Hong Kong Polytechnic University, INALCO, the National Taiwan Normal University, the RMIT University, the Tokyo University of Foreign Studies, the University of Toronto Mississauga, the University of Wisconsin-Madison for collaborating with us on the symposium. I also would like to extend my gratitude to our director, Associate Professor Titima Suthiwan, and former director, Associate Professor Chan Wai Meng, for their constant encouragement and guidance in the journey of preparing for this conference. My special thanks also go to the conference organizing committee and the administrative team who have diligently and generously contributed time and effort to ensure the success of CLaSIC 2016.

Cheong Lee Peng
Chair, Organizing Committee
CLaSIC 2016
CLaSIC 2016 Organising Committee

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Sponsors

We would like to thank the following sponsors for their generous support to CLaSIC 2016:

Faculty of Arts and Social Sciences, NUS

Chinese Language Teaching and Research Fund, NUS

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Japan Foundation
## Overview of CLaSIC 2016 Programme

<table>
<thead>
<tr>
<th>Time</th>
<th>1 Dec 2016 (Thursday)</th>
<th>2 Dec 2016 (Friday)</th>
<th>3 Dec 2016 (Saturday)</th>
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<tbody>
<tr>
<td><strong>Morning</strong></td>
<td>08:30-09:00 Opening Ceremony</td>
<td>09:00-09:45 Keynote Lecture 2</td>
<td>09:00-09:45 Keynote Lecture 3</td>
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<tr>
<td></td>
<td>09:00-09:45 Keynote Lecture 1</td>
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<td>09:45-10:00 Tea</td>
<td>09:45-10:00 Tea</td>
<td>09:45-10:10 Tea</td>
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<td>10:00-12:15 Asia-Pacific Symposium for the Teaching of Asian Languages (APSTAL)</td>
<td>10:00-12:15 Asia-Pacific Symposium for the Teaching of Asian Languages (APSTAL)</td>
<td>10:10-12:25 Parallel Session G</td>
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<td></td>
<td>Parallel Session A</td>
<td>Parallel Session D</td>
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<tr>
<td></td>
<td>13:30-15:45 Asia-Pacific Symposium for the Teaching of Asian Languages (APSTAL)</td>
<td>13:30-14:15 Keynote Lecture 3</td>
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<td></td>
<td>Parallel Session B</td>
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<td>14:20-16:00 Asia-Pacific Symposium for the Teaching of Asian Languages (APSTAL)</td>
<td>14:20-16:00 Asia-Pacific Symposium for the Teaching of Asian Languages (APSTAL)</td>
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<td>Poster A</td>
<td>Poster B</td>
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<td>15:45-16:00 Tea</td>
<td>16:00-16:15 Tea</td>
<td>14:10 Bus departs to Excursion</td>
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<td>16:00-18:15 Asia-Pacific Symposium for the Teaching of Asian Languages (APSTAL)</td>
<td>16:20-17:25 Asia-Pacific Symposium for the Teaching of Asian Languages (APSTAL)</td>
<td>14:20 Bus departs to Conference Hotel</td>
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<td>Parallel Session C</td>
<td>Parallel Session F</td>
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<tr>
<td><strong>Evening</strong></td>
<td>18:30 Bus departs to Conference Hotel</td>
<td>18:00 Bus departs to Conference Dinner</td>
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<td></td>
<td>19:15-21:00 Conference Dinner</td>
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### Allen, D. Patrick

**Email:** dpallen@lc.chubu.ac.jp  
**Co-author(s):** 1. Kato Tetsuo  
2. Seiko Oguri  
**Title:** Open Doors: Turning "my" Students into "our" Students  

**Abstract:** Despite the popularity of collaborative learning as applied to student instruction, the methods and techniques of collaboration have rarely been used in the development and management of lessons outside the classroom. This study will analyze a collaboratively taught blended learning program for engineering majors at a Japanese University. Currently in its third year, the program’s goal is to maximize student language exposure, autonomy, and motivation through the optimization of human, material, and environmental resources. A special emphasis will be placed on courses for second year students, which employ a parallel teaching structure with split classes. Due to the nature of the program, defining and maintaining teacher roles and expectations is essential. As such, an “open classroom” environment has been adopted in which instructors openly share lesson plans and materials and are free to observe any class in the course. This presentation will describe how the instructors of the course define their roles, develop lessons, and provide feedback regarding student performance. Furthermore, we will discuss how collaborative teaching and open course observation allows for closer integration of various class styles and learning strategies. Finally, this study will explore how a collaborative support structure can help reduce student anxiety and increase motivation.

**Biodata:** Patrick Allen has an M.A. in Applied Linguistics from Ohio University. His research interests are collaboration, CALL, motivation, and autonomy. He has taught at various institutions, including primary, secondary, and private schools. He is currently the director of the Ohio Program for English Language Teaching at Chubu University.

1. Kato Tetsuo is affiliated to Chubu University Language Center.  
2. Seiko Oguri is affiliated to Chubu University Language Center.

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### Asano, Keizo

**Email:** asn040108@yahoo.co.jp  
**Title:** Teaching EFL through Readers Theatre in the Era of Artificial Intelligence  

**Abstract:** Too much emphasis has been placed to the practical use of English by labor market due to globalization. Thus, students, their parents, working individuals, and teachers seem to believe that the main purpose of the EFL education is to have high competency in speaking it. The EFL education, however, has been challenged by rapid progress in technology. Communication in foreign language can be replaced by devices operated by artificial intelligence (AI) in the foreseeable future. What would become of their purpose if multi-lingual automatic translator/interpreters would be developed and put to use widely? Smartphones, an example of development of technology, did not even exist 10 years ago, but now how can we live without them? Over the years the author has taught EFL by Readers Theatre with good results; to deepen the students’ understanding of language and culture, and to foster a positive attitude toward communication, both of which are stated in the Japanese Course of Study for High School. Although both of these have received less attention from teachers and researchers than developing four skills, these purposes in the EFL education should be given more consideration, because that is unlikely to be replaced by upcoming AI development.
### Awaji, Yoshimasa

**Email:** yoshi@awajis.net  
**Title:** Endangered Teaching Skills behind Flooding Technologies  
**Abstract:** This paper discusses the efficacy of ICTs in language classrooms in contrast to traditional media of instruction, focusing on the use of LCD projectors. New technologies and devices have been flooding into classrooms in the past few decades. At K-12 levels in Japan, traditional methods are still dominantly used, although proper uses of new media are asked for with higher masteries to ensure effective learning for younger learners. Teachers often use picture cards and chalkboard to introduce new materials or stories in classrooms. They display and explain pictures while introducing new vocabulary by first presenting the words orally and then demonstrating the written forms, either spelling them or placing word cards on the board. While LCD projectors are convenient for teachers, there are some aspects where traditional teaching skills are not fully taken advantage of in the new technologies: ease of adding or removing information; displaying spelling and sounds in friendly manners; and limited displays of multiple pictures simultaneously. Some of these shortcomings result in less effective learning experience for students and more difficulty for teachers. There are other teaching skills that teachers are deprived of in using the new technology, which will be examined in the paper.

**Biodata:** Yoshimasa Awaji has taught English at middle/high school to university levels, and is now involved in EFL certificate courses. He has been using and developing new tools such as EFL MOOs, wikis for collaborative learning, and course management systems, but has always been a careful advocate of new technologies.

### Barrs, Keith

**Email:** keithbarrs@hotmail.com  
**Title:** The Typology of English In Japanese Society: Learning from the Linguistic Landscape  
**Abstract:** The most prominent foreign language appearing in the Japanese linguistic landscape is English; used extensively throughout areas such as shop signs, road markings, product packaging, and clothing. Whilst much of this English appears in the English alphabet, a significant amount is written in katakana, allowing the words and phrases to be more completely integrated into the Japanese syntactical structure. Constructing a typology of the different varieties of English in Japan involves an examination of the contexts in which the English appears combined with an analysis of how it is used. This presentation reports on the use of the Japanese linguistic landscape to categorise the forms and functions of English usage into a comprehensive typology, contributing to the theoretical knowledge of Japanese-English language contact. The typology was then used to facilitate classrooms discussions of the influence of English on Japanese society and language, by having students collect examples of each category from the linguistic landscape and bring them to class for discussion. In this way the linguistic landscape was used as both a resource to construct the theoretical typology, and a pedagogical tool to get students to engage with the English that surrounds them in Japan.

**Biodata:** Keith Barrs is an associate professor in the English language and literature department of Hiroshima Shudo University, Japan. His research focuses on understanding the behaviour of English loanwords in contemporary Japanese, through corpus-based investigations of lexical...
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<th><strong>Bautista, Naidyl Isis</strong></th>
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<td><strong>Email:</strong> <a href="mailto:isiscruzbautista@gmail.com">isiscruzbautista@gmail.com</a></td>
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<tr>
<td><strong>Title:</strong> In her Shoes: Contextualizing Italian Language Learning through the Life of a Filipina Immigrant</td>
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<tr>
<td><strong>Abstract:</strong> The student is at the centre of every learning activity. This is a statement with which teachers agree wholeheartedly. In reality, however, the statement is not always implemented in developing foreign language learning materials. The Italian language manuals currently being used at the University of the Philippines were created for a general audience; and their objective is to satisfy the communicative needs of all types of learners. Unfortunately, the attempt to make them appropriate for all has created materials that are not quite useful to anyone. Through an intercultural and contextualized approach to language learning and acquisition, this paper aims to develop a learning unit from an episode of the television series “Radici – l’altra faccia dell’immigrazione” (“Roots: the other face of immigration”) for Filipino students. The episode focuses on the experiences of a Filipina immigrant in Italy, her life in the foreign land and the life she left behind. With a topic this close to home, learning Italian in the Philippines becomes alive and useful; it stimulates the student intellectually and emotionally, increasing his motivation and success in foreign language learning and acquisition.</td>
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<td><strong>Biodata:</strong> Naidyl Isis Cruz Bautista teaches Italian at the University of the Philippines, Diliman. She is currently finishing her MA in Teaching of the Italian Language to Foreigners at the Università per Stranieri di Siena. Her research interests include curriculum and materials development, learning theories, and teacher development.</td>
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<th><strong>Cabling, Kristine</strong></th>
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<td><strong>Email:</strong> <a href="mailto:kacabling@gmail.com">kacabling@gmail.com</a></td>
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<td><strong>Title:</strong> Reflections and Observations on the Introduction of Peer Review in the Italian Composition Classroom</td>
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<td><strong>Abstract:</strong> The inclusion of Italian in the philology program of the University of the Philippines Diliman happened more than two decades ago. However, it is only during the last year that peer review was introduced in the Italian Composition course, where the students had to produce an output for five types of text, undergoing a workshop for each. This study aims to improve the facilitation of the course and the peer review model used in it. The students participated in a focus group discussion to share their insights on three facets of the peer review process: giving, receiving, and acting upon feedback, drawing on their experiences in the course of one semester. From the discussion, it was found that all participants believe that peer review greatly contributed to their improvement in the overall quality of their writing and that their language use in giving feedback changed over the course of the semester as the texts became more complex. However, there are still factors in the peer review process worthy of investigation, such as the feasibility of introducing an unstructured phase in the model, the introduction of coded written feedback, and the relationship of word choice in giving feedback to students’ self-perception.</td>
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<td><strong>Biodata:</strong> Ms. Kristine Cabling is an Instructor of Italian at the Department of European Languages, University of the Philippines Diliman. She is currently taking her Master's degree in Curriculum Studies at the College of Education in the same university.</td>
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### Cabling, Kristine

**Email:** kacabling@gmail.com  
**Title:** A Comparative Study of Student and Teacher Feedback in the Foreign Language Writing Classroom

**Abstract:** Studies on peer review in a foreign language classroom largely focus on English as a Foreign Language, but in the Philippines, English is hardly considered foreign. This study then is a first in the Philippine context, since Italian as a Foreign Language is still underexplored terrain. The objective of this study is to compare the focus of the students’ feedback with that of the teacher. Five types of texts were discussed in this course where the students had to produce writing for each type of text and undergo a workshop for their drafts. In analyzing all written feedback, four categories emerged: grammar, word choice, content, and organization. This taxonomy was then employed to compare and contrast the feedback given by the students and the teacher. The study found that students made grammar corrections for all types of texts, and content feedback for only the argumentative text. The teacher made grammar and word choice corrections, and global feedback on organization and content on expositive and argumentative texts. The interpretation of these results was complemented by a focus group discussion with the students. It is recommended that future composition courses train students to make global observations on all types of texts.

**Biodata:** Ms. Kristine Cabling is an Instructor of Italian at the Department of European Languages, University of the Philippines Diliman. She is currently taking her Master's degree in Curriculum Studies at the College of Education in the same university.

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### Chan, Daniel Kwang Guan

**Email:** daniel.chan@nus.edu.sg  
**Co-author(s):** 1. Yannick Appriou  
**Title:** Parcours Digital: Evaluation of a Personalisable Electronic Learning Resource for French Learners

**Abstract:** Personalisable self-directed learning outside the classroom and in total autonomy is one of the benefits of Web 2.0., and is particularly desirable in the acquisition of foreign languages. In this paper, we will evaluate the use of one tool that works towards achieving this desirable goal. "Parcours digital" is an e-learning tool developed by the publisher Hachette to complement a series of textbooks for French as a foreign language. This application has a database of self-correcting activities that allows for a progressive and personalisable learning journey, with the possibility for teachers to create virtual classrooms to monitor the development of their students. We will report on its impact on student’ learning, their perception of the tool, and some challenges faced by teachers and learners in using it. We will also discuss the underlying pedagogical approaches and suggest points to consider in the development of the next generation of such self-learning software.

**Biodata:** Daniel K.G. Chan has been a French teacher for the past 15 years. A former recipient of scholarships from the French and Singapore governments, he holds a PhD in linguistics from Université Paris-7 and maintains varied research interests in both theoretical linguistics (syntax-semantics interface) and foreign language education.

1. Yannick Appriou, Centre for Language Studies, National University of Singapore.
### Chan, Ka Long

**Email:** roylongckl@gmail.com  
**Title:** Hong Kong English: Will the English Teachers’ Attitudes and their Perceptions on Segmental Features of HKE Affect their Teaching Practices?  
**Abstract:** Hong Kong English (HKE) has been widely researched recently in the linguistics fields like phonology (e.g., Hansen Edwards, 2015; Hung, 2000, 2012; Setter et al., 2010); however, there is a lack of research on teachers’ perception to this new variety of English. In the present study, data is collected through questionnaires and interviews with current English teachers (both natives and non-natives) in Hong Kong who teach in primary, secondary and tertiary institutes. The aims of this study is to investigate the teachers’ attitudes towards HKE and their perceptions in particular to the segmental features of HKE in order to answer the research question of whether the attitudes of English teachers towards HKE may alter their teaching practices. The preliminary findings suggest that the attitudes (especially behavioral attitudes) of the English teachers may affect their teaching practices in real life classrooms, for instance, the preferences of choosing a particular English accent as the norm or model for their students to follow. Further research has to be done on the feasibility of the implementation of HKE into the Hong Kong Education curriculum and the effects of teachers’ perceptions to different variety of English to students’ learning.  
**Biodata:** Ka Long Roy Chan is a postgraduate student in Applied English Linguistics in Department of English of the Chinese University of Hong Kong. He obtained his MA (International Language Education) in the Hong Kong University of Science and Technology. His research interests include World Englishes, Sociolinguistics and Hong Kong English.

### Chan, Wai Meng

**Email:** clscwm@nus.edu.sg  
**Co-author(s):** 1. Daniel Chan Kwang Guan  
2. Seo Won Chi  
3. Kwee Nyet Chin  
4. Sasiwimol Klayklueng  
5. Yukiko Saito  
**Title:** Short-term Overseas Immersion and the Intercultural Development of Foreign Language Students  
**Abstract:** In a highly globalised world where cross-border movements and cross-cultural contact have grown exponentially, policy-makers and educationists have increasingly focused on intercultural education and the development of intercultural competence. Foreign language (FL) education, which prepares learners for interactions and exchanges with foreign peoples and cultures, can play a pivotal role in developing interculturality. This presentation focuses on a mixed-method study, that investigated the impact of short-term language immersion in France, Germany, Japan, South Korea, Taiwan and Thailand on the intercultural development of Singapore university FL learners. The analysis of quantitative and qualitative data collected through pre-/post-immersion questionnaires, journals, interviews, and lesson/activity observations suggests that the immersion programmes had a positive effect on FL learners’ development of intercultural competence. Using Byram’s model of intercultural language education as conceptual framework, it was ascertained that learners developed positive attitudes towards the target language cultures, discovered and learned to interpret new cultural practices, and gained new perspectives to the target language and their own cultures. The key to these developments lies in the interactions with the target language societies, afforded by the instructional and cultural programmes as well as social encounters with host families, student buddies and other members of the local communities.
Chang, ChingFen

Email: cfchang311@gmail.com

Title: Exploring the Contradiction between Students’ Expectation and Teachers’ Writing Commentary from Activity Theory Perspective

Abstract: In second language (L2) writing, feedback is regarded as a key mechanism to help students enhance their control over writing skills. Teacher feedback, in particular, is highly valued and rated by students. Nevertheless, most writing teachers find providing feedback challenging due to its nature of time-consuming. Some teachers even feel frustrated when the time and effort that they devote to writing feedback may not always meet students’ expectation. Given that very few studies have attempted to explore the underlying factors resulting in the contradictions between teacher feedback and students’ response to teacher feedback, this study aims to explore the issue from the perspective of activity theory. A qualitative case study approach is adopted to examine a writing teacher's feedback on students’ writing in an academic writing course at a public university in Taiwan. The data are collected from a questionnaire, an interview with selected students and with the writing teacher, and students’ writing work. The data are analyzed based on the analytical framework of activity theory to explore dynamic activity systems between students and the writing teacher in writing commentary. The results of the study are expected to gain in-depth understanding about the effectiveness of teacher feedback.

Biodata: Ching-Fen Chang is Associate professor in Institute of TESOL and Language Teaching and Research Center, National Chiao Tung University. Her research interests include computer-assisted language learning, e-learning and language teaching, social networking, second language writing, sociocultural theory and L2 learning.
### Chotipaktanasook, Nuttakritta

**Email:** nuttakritta.cho@dpu.ac.th  
**Title:** Using Social Media in the EFL Classroom for the Enhancement of Low Affective Filter and Willingness to Communicate

**Abstract:** The use of social media is becoming to influence all domains of education, including the field of foreign/second language (L2) learning. In the area of computer-assisted language learning (CALL), in particular, social media tools have been found to offer great promise for language learning. However, consistent efforts to examine the use of social media in language classrooms and how it can impact learners’ affective variables remain scarce. In this study, the emphasis was placed on the use of social media and affective benefits which were hypothesized to influence learners’ willingness to communicate in L2. Forty English as a foreign language (EFL) learners of two 15-week language courses at a university in Thailand participated. They were asked to engage in one type of social media, Instagram, posting pictures of what they did during class time and reflecting on their learning experience in English. Questionnaires were administered and a follow-up interview was conducted for the evidence of the impact social media had on learners’ emotional state. While the first phase of the investigation had yielded favourable findings, the findings from the second phase reported here also reaffirmed the usefulness for lowering affective filter while increasing the level of willingness to communicate as a consequence.

**Biodata:** Dr. Nuttakritta Chotipaktanasook is a lecturer at Dhurakij Pundit University. She is interested in the use of technology and its potential for facilitating language learning and promoting language use both inside and outside the classroom. She also wants to continue contributing to a variety of research projects in computer-assisted language learning.

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### Christensen, Motoko

**Email:** m.christensen@unswalumni.com  
**Title:** Behind the Scene of Social Network Site as a Learning Tool

**Abstract:** Universities around the World are making efforts to offer subjects and courses under the banner of ‘flexible learning’ and extending their offers via MOOCS. As the current generation is well equipped with Internet skills, universities are utilising online learning where it is applicable. Sociocultural theory (Vygotsky, 1978) emphasises that learning develops through social relationships and therefore, social interaction and collaboration are essential; the role of social interaction is core to learning language. A Social Network Site (SNS) that promotes strong community-based communication could offer a ‘society’ where Vygotsky’s notion of social interaction leading to learning is in place. If it does so, language learners and native speakers form a SNS community and we could expect them to provide and receive scaffolding to share a wide range of knowledge. The paper presents a study conducted to investigate the efficacy of SNS by examining provision of scaffolding and interactions between Japanese language learners and native speakers. Analysing data using a new activity system model, it proposes new ways of teaching foreign languages where online discussion forums involving mixed proficiency levels are programmed to enhance learners’ motivation and language acquisition.

**Biodata:** Since the 1980s, Motoko Christensen has taught Japanese in Australia at universities and in schools. As a developer of Japanese teaching curricula, she also worked in developing computer assisted distance-based language learning programs designed for language teachers. Her recent PhD thesis examined efficacy of Social Network Sites using Activity Theory.
Costello, Elena Tzintzun

Email: costello.45@osu.edu
Title: The Heritage Language Health Professions Corps

Abstract: The concept is to leverage the Spanish language skills of high school students in order to train them to become certified medical interpreters upon graduation. Embedded within this training, we include opportunities to obtain university level credit in Spanish, Communication, and Latin American Studies, role modeling from bilingual health professionals in the same community and mentoring to ensure academic readiness for college. Through these embedded components we seek to inspire high school students to aspire to an advanced degree in the health sciences. The achievement of interpreter certification upon graduation from high school will provide the students with a valuable credential that will allow them to work in the medical field while they complete their college education thus addressing the financial challenges that many Latino university students face in pursuing a degree in the health sciences. In 2013, Latinos made-up 3.5% of the population of the State of Ohio; the population between ages of 5-19 accounted for nearly 7% of the population of the same age. These students represent an opportunity to alter the healthcare workforce and to ensure greater access to language services.

Biodata: Doctoral student researching heritage learners and their role in language services within health care. She is also a recipient of the prestigious Graduate Assistance in Areas of National Need (GAANN) Fellowship and Latino and Latin American Space for Enrichment and Research (LASER) Fellowship as well as a medical interpreter.

Cripps, Tony

Email: cripps@nanzan-u.ac.jp
Title: “We are Mobile Magicians but Digital Refugees”: Helping Prospective English Teachers Explore Technology and Ubiquitous Learning

Abstract: This paper explores a 'Teaching with Technology' course taught at Nanzan University, Japan. Although our students are considered to be ‘Digital natives’ many of them do not know how to use technology effectively in a teaching environment. Students on this elective course were asked to consider their thoughts on technology in general and how they would incorporate technology into English courses in Japan. The students gave presentations on using technology to support learners at Japanese junior and senior high schools. Examples of the students’ presentations and ideas will be shown and used as a springboard for discussion. This session will also explore the audience’s views on teaching with technology and how to share their expertise with their students.

Biodata: Dr. Tony Cripps is a Professor of English at Nanzan University, Japan. Tony has been teaching English in Japan for over 25 years and regularly presents his research at conferences all over the world. He is actively involved in teacher training and runs teaching workshops for new and experienced teachers.
Cruz, Frances Antoinette C.

**Email:** frankie.custodio@gmail.com  

**Title:** Tell Me How You Speak, and I’ll Tell You What You Are? – An Exploratory Study on Attitudes, Language Usage and Exposure in the Oral Production of German in a Multilingual Context  

**Abstract:** Multilingualism in the Philippines, while pervasive in everyday life, often features complex and dynamic uses of language. While the medium of instruction in schools remains fairly consistent, language usage in other contexts may be highly variable. Due to the implementation of K-12, foreign languages are gradually being introduced into the school curriculum, allowing for the investigation of sociocultural characteristics and environmental factors during the acquisition of foreign languages. This study builds upon previous work on foreign-language acquisition in the Philippines by exploring the roles of identities, language exposure, and perceived language proficiency in student’s oral production of German. It is particularly concerned with the acquisition of phonetics, which can be influenced not only by a rich inventory of sounds from previously learned languages, but also from a number of non-linguistic variables. To this end, the results of ten case studies consisting of recorded spontaneous and non-spontaneous utterances as well as surveys on language usage and exposure were triangulated with interviews of students who narrated their language learning biography, in order to determine which elements of students’ lives could further be examined to aid studies of phonetic production and speech in multilingual, postcolonial contexts.

**Biodata:** Frances Cruz is an Assistant Professor of German at the Department of European Languages, University of the Philippines, Diliman. She graduated with a BA in German from the same institution and completed her master’s degree in Teaching German as a Foreign Language and German Philology at the University of Bielefeld.

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Cruz, Vílchez Gerardo

**Email:** gerardo.cruz@nus.edu.sg  

**Title:** Collaborative Marking and Assessment in Foreign Language Writing  

**Abstract:** Writing in a foreign language is always a challenging enterprise. Using the correct register, organizing your text and connecting its parts, correctly applying the grammatical rules and effectively using vocabulary and structures are all essential factors involved in this task. Each of these skills draws on previous knowledge, previous language writing skills and teaching methodology. Traditional methods rely heavily on teacher’s feedback, be it corrections or comments, and while new approaches like student self-monitoring are getting more attention, they still face problems. This paper aims at showing the results of a methodology of marking and assessing writing productions implemented for an advanced Spanish composition course in Chulalongkorn University for two semesters. This approach requires the student to detect specific errors, collaborate and develop skills to appraise texts and recognize accomplishments, working inside and outside the classroom and using technology. The goal is to encourage educators to reflect on teaching methods of writing skills and provide them with an alternative to the traditional unilateral or bilateral marking system, which is usually centered on error or doubts, and rarely on collaboration or achievement, two elements that help students better understand their weaknesses and strengths and improve their self-monitoring and critical thinking.

**Biodata:** Gerardo Cruz is Lecturer of Spanish language at NUS. He worked as a lecturer at Chulalongkorn University, and teacher of SFL at Instituto Cervantes in Beijing, where he also worked as DELE examiner. He holds MA level degrees in Spanish Studies, Translation and Interpreting (UGR) and Teaching SFL (UB-UPF).
### Curry, Neil

**Email:** curry-n@kanda.kuis.ac.jp  
**Co-author(s):**  
1. Jo Mynard  
2. Junko Noguchi  
3. Satoko Watkins  
**Title:** Evaluation of a 'Learning how to Learn' Course: How Well can We Teach SDL Skills?  
**Abstract:** The context of this paper is a Self-Access Learning Center ('the SALC') at a Japanese university specialising in languages. The SALC’s Effective Language Learning Course 1 (ELLC1) aims to provide students with the ability to manage their own study process, by introducing them to different strategies and resources for learning, goal-setting, planning and evaluating language gain. The course provides learners opportunities to implement learning plans assisted by a learning advisor, while reflecting on activities and discovering more about the kind of learner they are. We will introduce ELLC1 and explain our evaluation, which used an interpretative approach incorporating different qualitative research methods plus descriptive statistics, to discover how well students are meeting the learning outcomes and achieving competence with SDL. Results showed that most outcomes were achieved and the course is successful in developing learners’ abilities to manage studies and to use reflection as a tool for self-analysis. However it was also discovered that skills to both evaluate language gain and the learning process, and also to select appropriate resources, were more difficult to develop, which will need addressing as the course is refined. This presentation may be of interest to those involved in learning advising, promoting autonomy, and SDL.  
**Biodata:** Neil Curry has been teaching in Japan for 9 years and is currently a learning advisor at Kanda University of International Studies. His primary interests are in FLA and self-directed learning.

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### Delgado, Don August

**Email:** delgado_don@yahoo.com  
**Title:** Survey Study of Integrative and Instrumental Motivation in English Language Learning of First Year Students at Naresuan University International College (NUIC), Thailand  
**Abstract:** Foreign Language acquisition without enough motivation is tough because it is the force that drives students’ interest or enthusiasm to achieve learning. In addition, it also serves as the students’ beacon to achieve their goals, desires, dreams, and aspirations in life. Since it plays an integral factor in language learning acquisition, this study focuses on the integrative and instrumental motivation levels of all the first year students of Naresuan University International College. The identification of their motivation level and inclination in learning the English language will greatly help all NUIC lecturers and administrators to create a project or activities that they will truly enjoy and find worth doing. However, if the findings of this study will say otherwise, this study can also show to NUIC lecturers and administrators how they can help and transform NUIC freshmen on becoming motivated learners to enhance their English proficiency levels. All respondents in this study received an adopted and developed questionnaire from different researches in the same perspective. To interpret the motivation level of the respondents, the Interpretation of Mean Scores adopted from Kitjaroonchai (2013) was utilized. Thus, this study concludes that majority of the NUIC freshmen are neither integratively nor instrumentally motivated students.
Friedlander, Peter Gerard

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Title: Teaching Hindi with Comics

Abstract: The use of images has been a long established practice in language teaching. During the last year I have been experimenting with the use of online comics as a part of teaching Hindi and found that it has had very beneficial learning outcomes. I shall show how I am using comics in order to promote student engagement with dialogues. In an initial attempt at understanding how comics help in language teaching I shall also explore how theorists who work on comics characterise the notion of ‘closure’ as described by Scott McCloud in Understanding Comics (1994), which refers to how viewers provide links between different panels in a comic and a possible parallel with the notion of an ‘information gap’ in communicative language teaching. Examples show how the use of comics and images can help to convey concepts in a non-verbal manner and how conceiving of a dialogue as a comic story board helps in creating meaningful dialogues. Finally I shall also point out that however haphazard our comics maybe, they also add an aspect of student engagement which clearly is something which helps when trying to motivate students in their language studies.

Biodata: Senior Lecturer in Hindi at ANU. His PhD was on the Indian poet-saint Ravidas and he has taught at La Trobe University Melbourne and at NUS. He was honoured at the Vishva Hindi Sammelan in 2012, and was the invited keynote speaker at World Hindi day in Mauritius in 2016.

Gerlach, Manja

Email: manja.gerlach@uni-jena.de

Co-author(s): 1. Dorothea Spaniel-Weise

Title: Between Formal and Informal Language Learning - Can Online Language Tandems Bridge the Gap?

Abstract: In recent years language learning in tandems has established itself as an opportunity for language learning in many institutional contexts (language learning centers, community colleges) and in free courses. Motivated language learners meet for a limited time period face to face or web-supported to strengthen their communicative skills and expand their intercultural competence. Through the use of new technologies tandem partners can chat worldwide regardless of institutional conditions (time and space). This 'method' of learning is of particular interest to learners who are in need for language training with respect to professional contexts and who lack opportunities to speak with (native) speakers in their language courses. Advantages of the traditional tandem learning as an additive component to language courses are well described in the literature, however, accompanying research to language learning in e-tandems is limited since connections among language institutions are often weak. The talk will discuss tandem learning as a way of bridging the gap between formal and informal learning as it brings together the best of both worlds but comprises unique features, that entitles it to be classified as a third way or learning, also known as non-formal language learning (EU) illustrated by audio and video data from the project.

Biodata: Manja Gerlach, research assistant and project coordinator of the L3TaSk project funded by the European Commission at the Institut für Auslandsgermanistik at the University of Jena.
Ghesquière, Jean François Noël

**Email:** jeanfrancois@ntu.edu.sg

**Title:** Flipped Classroom and Use of TV5 Materials for French Language Courses at NTU (Nanyang Technological University) Singapore

**Abstract:** Wireless Internet is intensively used in Singapore universities and contact hours are limited. Flipped classrooms allow an optimisation of our face-to-face hours for language classes. This paper will describe the ongoing development of the flipped classroom project for our LF9004 French language class at NTU (Nanyang Technological University). The author will detail how the flipped classroom was designed and is used for a French language class. It will present as well how a flipped classroom improved the interaction between the teacher and the students as well as among students, inside and outside the class, and increased opportunities of development of critical thinking. Development of critical thinking is important especially for our students who have a DELF B1 proficiency level. At that level of proficiency, students are required to discuss in French about global issues.

**Biodata:** Jean François Ghesquière is a Senior lecturer in the Centre for Modern Languages at NTU, Singapore. He teaches French language courses and is also an official examiner, assessor and instructor for Diplôme d'études en langue française and Diplôme approfondi de langue française.

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Giganto, Ricky

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**Title:** On Speaking the Unspeakable – or, of Taboo, Language and Linguistic Taboo

**Abstract:** Verbal Taboos or Taboo Words pertain to vocabulary interdiction. One has to avoid these words because Taboo Words “are deemed unfit for normal linguistic usage and by community consensus are banned in everyday language in the public domain” (Apte, 1994, p. 4512). In the last decade or so, taboo in language is observed by linguists who carried out research chiefly in Sociolinguistics. The paper explores the state of linguistic taboo in French as a Foreign Language (FFL) learning/teaching and aims to promote the use of linguistic taboo in addressing intercultural communicative competence. The present study addresses the question of how linguistic taboo in didactics of French is seen by the Common European Framework of Reference for Languages (CEFR) (2001), and by the Référentiel pour le français A1-B2 (2004-2011). The observation traces its roots from the Un niveau-seuil (1976) where the elements of linguistic taboo in speech acts are seen from the FFL perspective. FFL didactic materials published after the CEFR are analyzed in search of linguistic taboo components. Results show that listening comprehension and oral production support materials reveal speech acts relating to linguistic taboo. Likewise, complementary vocabulary enrichment books show euphemisms as lexical items deal with taboo topics.

**Biodata:** A faculty of the Department of European Languages, Ricky Giganto teaches Spanish and French at the College of Arts and letters of the University of the Philippines – Diliman.
Girard-Virasolvit, Helene
Email: clsgh@nus.edu.sg
Co-author(s): 1. Malwina Baranska
Title: Facilitating Students’ Learning Autonomy in Intercultural Knowledge and Skills in French for Beginners Modules
Abstract: In the context of a reorganization of contact hours in the beginner levels (A1) in the French language programme for the academic year of 2015-2016, new project-based, evaluated and graded, technology and non-technology based learning interactions in and beyond the classroom were implemented in beginner levels syllabuses. Blended learning with autonomous e-resources were introduced, as highlighted by our colleagues’ case study on a personalisable e-learning resource for the same modules. Our presentation will aim to share our experience implementing 3 projects designed to entice and enable students to build knowledge and skills in interculturality within the practice of French language. We will introduce the theories and practices underpinning the projects running, such as autonomous seeking, organizing and sharing of intercultural knowledge, enacting and staging intercultural situations, or embarking on a French treasure hunt in Singapore. Findings based upon students’ output and feedback will show us how well these projects performed in terms of ease of implementation, learning efficiency, and students’ perception.
Biodata: Dr Hélène Girard-Virasolvit was a lecturer in French Studies for 6 years in Malaysia before joining NUS Centre for Language Studies in 2013. She was trained as a teacher of French as a Foreign Language and as a linguist in France and completed her PhD with University of Burgundy in 2015. 1. Malwina Baranska, Centre for Language Studies, National University of Singapore.

Hamada, Yo
Email: yhamada@gipc.akita-u.ac.jp
Title: Shadowing as a Technique for Listening and Speaking
Abstract: This presentation sheds lights on practicality of shadowing and provides how we can use shadowing for EFL learners in and out of classroom. Though shadowing has been prevalent in EFL contexts recently in Japan, not often can we find the practical teaching tips that are empirically supported on how teachers can use it effectively. Misuse of shadowing may exert a negative influence or potentially be counter-productive. Thus, in this presentation, the presenter will attempt to propose how teachers can use shadowing, based on theory; treat shadowing differently from repetition; use shadowing especially for low-proficiency listeners; use shadowing after students learn the contents; use an IC recorder/ smart-phone to record performance. Additionally, new shadowing methods for speaking practice, conversational shadowing and haptic-shadowing will be introduced as well. For each, participants will be given opportunities to examine the rule by experiencing, with the presenter’s brief explanation. In the end, the presenter will review all with the participants, and. the participants will be also given opportunities to ask questions and discuss what still concerns them. Thus, after this workshop, the participants will be familiar with shadowing and be confident in when and how they should use it effectively in and out of classroom.
Biodata: Yo Hamada is an associate professor in Akita University. His research interests are listening, pronunciation, and demotivation. He has earned a Ph.D in Education from Hiroshima University. His recent paper about shadowing appeared in Language Teaching Research.
### Haque, Nadia Tarique

**Email:** nadiansu051@yahoo.com  
**Title:** A Comparative Study of Peer and Teacher Feedback in a Bangladeshi ESL Writing Class  
**Abstract:** L2 writing has undergone a lot of transformation and one of them has been its interpretation as a recursive and learner-centered process which divides L2 writing into smaller steps that create opportunity for teachers and learners to read reflect and respond to others and their own texts. In colleges students are often required to revise and write multiple drafts; under such circumstances, assessing the extent and type of revisions being made in response to a particular type/combination of feedback (i.e., self, teacher, and peer) is crucial for understanding which feedback impacts L2 writers and their texts most effectively. This study has been designed to investigate: 72 college ESL students’ perceptions regarding the effectiveness of teacher, peer and combined feedback on their writing, and the impact of these feedback types on the quantity and quality of revisions made. Four sets of data - pre-test scores, multi-draft essays, and questionnaire and group-discussion responses – were examined, and the findings, so far, show that: the teacher’s feedback was extensive, direct and effectual in resulting in better revisions and was, consequently, preferred by the students to any other type. Despite the students’ familiarity with peer-review activities, its usefulness was acknowledged with major reservations.  
**Biodata:** MA in Applied Linguistics, York University, Canada Lecturer at the Department of English and Modern Languages of North South University Research interests: L2 Writing; Language assessment; Differentiated learning, Feedback; L2 reading; motivation and anxiety; Second Language instruction; standardized testing

### Haque, Shahzaman

**Email:** shahzaman.haque@inalco.fr  
**Title:** Language Status and Language Learning: Challenges for Urdu in the Indian Sub-continent and in the Diaspora  
**Abstract:** This paper aims to bring forward the tussle of Urdu not only as its status from language policy viewpoint in the Indian sub-continent but also the challenges in the language learning. Blended with rich cultural heritage of different civilizations, notably, the Persian influence, Urdu status connoted with Islamic identity, its learning was restricted in the Muslim milieu but people of other faiths learned the language for social ascension in the 19th century. What were the challenges faced by the British authorities and how the language material for Urdu was prepared in the 19th century? After the creation of Pakistan in 1947, Urdu acquired the new status as national language in Pakistan and also got official language status in many States in India. What are the pedagogical practices currently in use for teaching Urdu in India and in the diaspora? Though my research is in the preliminary stage, it may be useful to understand the different phases of Urdu in the field of language learning and language teaching.  
**Biodata:** Shahzaman Haque is the Associate Professor at Inalco, Paris where he is the Head of the Urdu section and teaches the Urdu language, literature and sociolinguistics of Urdu in the Indian sub-continent. He has lectured internationally and published on family language policy and language practices of immigrant families in Europe.
Hasegawa, Hiroshi

Email: h.hasegawa@curtin.edu.au
Title: Student Perceptions of Intrinsic Enjoyment/Boredom Coping and the Cultural Significance of Study Tour Activities

Abstract: There is abundant literature on research related to students’ self-reported non-cognitive outcomes after classes of students participate in various courses. However, research that examines a student group participating in a fully self-funded extra-curricular program is still extremely rare. One of those settings is an overseas study tour, which are commonly available to students at higher educational institutions. Students on an overseas study tour report that they find their activities enjoyable, although they do not necessarily consciously recognise that these activities relate closely to learning outcomes in their field of study. Likewise, students do not always recognise that activities they perceive to be boring are in fact effective in their overall educational development. This paper outlines the statistical outcomes of a survey targeting students who participated in a short, intensive study tour to Japan in 2015. The survey focused on their perception of intrinsic enjoyment (or boredom coping) and of the cultural significance of their participation in the educational activities. Consequently, this paper also highlights the importance of strategically planning the content of study tours to ensure that participating students are satisfied and their expectations concerning all practical aspects are met.

Biodata: Dr Hiroshi Hasegawa (Grad Dip, Mas of Edu Studies (LOTE), Mas of Edu (TESOL) and PhD) is a senior lecturer at Curtin University in Western Australia. His main research interests include second/foreign language education, ethics in education and the enhancement of education through ICT-led educational reform.

Indrianti

Email: clsit@nus.edu.sg
Title: Technology-enhanced Project Based Learning in Bahasa Indonesia Programme (BIP), CLS, NUS

Abstract: Tsai and Hwang (2013) indicated that mobile and ubiquitous learning will be one of the main trends of technology-enhanced learning. This emerging trend will be demonstrated in technology-enhanced project based learning implemented in an upper beginner level of Indonesian course. This paper presents the design and procedures of technology-enhanced project based learning that aims to introduce Indonesian culture through a cultural project work. In the cultural project, students are assigned to conduct research on different islands in Indonesia. The students need to incorporate the language skills they have learned in class and their independent study to create a presentation on the respective island they are assigned to in the target language. As stated by Zhang and Yuan (2009) ubiquitous learning environment enables language learners to learn anything, anytime and at any place by utilizing ubiquitous computing technologies. Different forms of ubiquitous technologies such as Google Doc, WhatsApp chat, Adobe Voice, and Facebook are utilized to facilitate collaborative works among students. The implementation promotes learners’ autonomy, better collaboration among peers and teachers, and the process of learning and teaching become more effective.

Biodata: Ms. Indrianti is a lecturer of Indonesian at the Centre for Language Studies, National University of Singapore. She received her Master of Education from Boston University, School of Education, USA.
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Jacobsen, Craig
Email: jacobson@okiu.ac.jp
Title: The Other Half: Motivations for Studying English among Biracial College Students in Okinawa
Abstract: Due to the seventy-year American military presence on Okinawa, biracial children in Okinawa of American, Okinawan and other heritage parents have grown up under unique circumstances that transcend the barriers between Okinawan, Japanese and American languages and cultures, this despite being called the dichotomous term “hafu” in Japanese or “half” in English. Those biracial children who have chosen to major in English are thus subject to a more seamless continuum of learning experiences than their classmates who have only studied English in formal classroom situations, do not have an English-speaking parent at home, and do not appear racially different from the general population. Primarily though the use of interviews, this paper is a critical examination of how biracial college students in Okinawa come to choose English as their major and how their formal and informal experiences with the English language have colored their learning of that language and their identity.

Biodata: Craig Jacobsen is a professor at Okinawa International University with research interests in English as an international language in China, Japan and Okinawa, especially as it relates to students and teachers who are able to transcend problematic dichotomies such as native and non-native speakers, foreigners and locals and race.

Kasai, Chise
Email: chisekasaijp@yahoo.co.jp
Title: Neural Substrates of Automatized Syntactic Processes
Abstract: One of the most important aspects in language acquisition is to process grammar in an automised matter, otherwise we cannot operate the language. The final aim of our work is to reveal how foreign language is processed in our brain. To begin with, syntactic process of a first language is reported. Recent fMRI studies of human rule-learning suggest that cerebellar–frontal circuits are involved in automatizing cognitive behaviors. Given the prefrontal-cerebellar connectivity responsible for the symbolic representation of action, we hypothesized that the prefrontal cortices responsible for the syntactic process may project its function towards the cerebellum which is known to be responsible for motor and non-motor cognition. We conducted functional MRI with 22 native Japanese speakers requiring them to fill in correct Japanese case particles. A control condition required them to simply read out the underlined Japanese letter. We found the activation of the cerebellum associated with the particle process compared with the control condition, without significant activation of the BA 45. Psycho-physiological interaction analysis with the seed in the left BA 45 showed significant increase of the functional connectivity with the right cerebellum. These findings suggest that the syntactic automatization may be mediated by the cerebro-cerebellar information processing.
Biodata: Chise Kasai is an Associate professor at Gifu University, Japan. Her research interests are; the Age Issues, The Minimal English Test and Bilingual Cognition. Recently, she started an fMRI experiment using brain images to investigate second language acquisition. A proud owner of a Siberian Husky and tabby cats.

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Kharlay, Oksana

Email: oksanakharlay@gmail.com
Title: He who Teaches Learns: Fostering Teacher Professional Development
Abstract: “We do not learn from experience … we learn from reflecting on experience” (Dewey 1939). As professional educators, we realise the importance of ‘reflection’ as a key source of professional learning and the very best form of fostering an ongoing passion for teaching. The idea that underlies this approach is not new. However, reflective practice is an effective way for teachers to understand new perspectives, new ways of looking at their own teaching actions and attitudes, and a new awareness of their own behaviours. The presentation will highlight the importance of being and / or becoming ‘the teacher as a reflective practitioner’ as one of the hallmarks of a professional. It will also cover some traditional and alternative ways to reflect on teaching in order to develop the teacher from a searcher into a researcher.

Biodata: Oksana Kharlay is an Assistant Professor in Macau University of Science and Technology, China. Ms. Kharlay holds a PhD in General Linguistics. She also has a TESOL Certificate from the University of Queensland, Australia and is currently undertaking the Cambridge DELTA course. Main interest lies in the field of ESL.

Kim, Sun-A

Email: ctskim@polyu.edu.hk
1. Haemin Han
2. Sinae Sim

Title: Enhancing Korean Learning through K-Pop Songs in the Classroom: Findings from an Empirical Study
Abstract: This study aimed to investigate the effects of classroom instruction using songs on novice KFL learners’ proficiency and motivation. It was hypothesized that a systematic and methodical way to teach Korean language using K-pop would help learners to learn Korean with more ease, motivation, and engagement. Two research questions were examined: 1. Do K-pop songs help novice learners to improve Korean language proficiency in terms of accuracy and fluency? 2. Does incorporation of K-pop in classroom instruction enhance learners’ motivation? Four novice-level Korean classes offered at a university in Hong Kong participated in the study for one semester. An experimental group receiving treatment sessions incorporating K-pop songs (two classes with 46 students) was compared with a control group receiving instruction without K-pop (two classes with 52 students) in four written and speaking tests and in two motivation surveys. Statistical comparisons between the two groups showed the benefits of instruction with songs in enhancing accuracy and fluency toward the end of the semester. However, there was no difference in
motivation between the two groups. Pedagogical implications and implementation of songs in KFL syllabi are discussed.

**Biodata:**
Sun-A Kim (Ph.D., University of Illinois at Urbana-Champaign) is currently an Assistant Professor at the Department of Chinese and Bilingual Studies, The Hong Kong Polytechnic University. Her research centers on L1 and L2 reading in Chinese and in Korean, and effective learning and teaching of Chinese and Korean as second languages.

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2. Sinae Sim sinae.sim@polyu.edu.hk The Hong Kong Polytechnic University

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**Kitiarsa, Rungnapa**

**Email:** clskr@nus.edu.sg

**Title:** The Use of Screencasts in Teaching Thai as a Foreign Language

**Abstract:** Screencasts have been widely used among language educators in promoting the ubiquitous learning. Screencast-based lectures can enhance the efficiency of classroom instruction and promote learner autonomy. Studies reveal the positive impacts of the use of screencasts on foreign language teaching and learning, particularly the teaching of writing skills and providing feedback. This presentation aims at discussing the development and implementation of the screencast-based lessons by the Thai language programme, at Centre for Language Studies (CLS), National University of Singapore (NUS). It begins with a theoretical background of the development of screencasts, followed by the implementation of screencasts in the basic Thai language course, Thai 1, focusing on the Thai writing skills. The challenges in the production and use of screencast-based activities as well as students’ perceptions towards their learning will also be discussed. Completing my presentation, it is hoped that the use of screencasts in language education will be promoted in order to enhance students’ learning proficiency and self-direction.

**Biodata:** Rungnapa Kitiarsa is a Thai Lecturer in the Centre for Language Studies (CLS), Faculty of Arts and Social Sciences, National University of Singapore (NUS). She holds a master degrees in Teaching English as a Second Language (TESOL), from University of Washington, Seattle, U.S.A.

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**Klayklueng, Sasiwimol**

**Email:** clssk@nus.edu.sg

1. Wai Meng Chan

**Title:** Learners' Critical Cultural Awareness from an Intercultural Perspective: The Case of an In-country Thai Language Immersion

**Abstract:** Language educators consider intercultural communicative competence (ICC) to be an important goal of foreign language learning to prepare learners for cross-cultural interactions in today’s world. In-country language immersions can play a vital role in promoting learners’ interactions with people from the target language community, engaging them in the sociocultural practices of that community and enhancing their sociolinguistic knowledge. This presentation focuses on how the curriculum and the teachers’ mediatory roles for an in-country immersion programme for Thai as a foreign language helped develop learners’ critical cultural awareness or the ability to critically evaluate the target language and one’s own culture. It will discuss key concepts of intercultural language learning, the immersion’s curriculum and the teachers’ roles as well as the instructional challenges that the programme encountered in relation to the development of a critical cultural awareness. This study is part of a larger project investigating the impact of short-term in-country
language immersion on the intercultural development of learners of Chinese, French, German, Japanese, Korean and Thai. The findings, drawn from classroom observations, learners’ journals and interviews, reveal how interactions with the local community and the pedagogical activities had a positive impact on the development of learners’ critical cultural awareness.

**Biodata:**
Sasiwimol Klayklueng is a senior lecturer and convenor of the Thai language programme at the Centre for Language Studies, National University of Singapore. Her research interests are in the areas of foreign language pedagogy, intercultural competence, materials development and technology-enhanced language learning.

1. Wai Meng Chan chanwm@nus.edu.sg Centre for Language Studies, National University of Singapore.

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**Koulmann, Alexandre**

**Email:** akoulmann@gmail.com

**Title:** Integrating History in the Teaching of French as a Foreign Language

**Abstract:**

The curriculum of a foreign language should accord more attention to the history of the country where the language is spoken (as a part of “Big-C” culture). Not only does it satisfy learners’ desire to discover important aspects of the country, it provides a window into the local way of life and thinking (by developing a deeper understanding of the people, its culture and political ideas) and helps prepare learners for the scholarly way of thinking required at advanced/tertiary levels. Moreover, the proper use of historical speeches and texts can help to improve learners’ language abilities, through strategies for understanding a difficult passage and debates about historical and political topics. In this paper, we will look at some pedagogical means for integrating French history in the teaching of French as a foreign language. After showing how French history is dealt with in some of the popular French textbooks, we argue that certain key concepts in the teaching of French history (Abdallah-Pretceille, Porcher...) can be applied to the teaching of French as a foreign language. In particular, we discuss the use of audio-visual resources, authentic materials and ICT (Moodle, IWB, etc.) for the teaching of history to FFL learners.

**Biodata:**
Alexandre Koulmann is head teacher and lecturer in French as a foreign language at University of Strasbourg. He has three Master's degrees in Contemporary History, Political sciences and French as a foreign language respectively. He is passionate about French History and the Teaching of foreign languages.

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**Kumar, Bhatt Sunil**

**Email:** sunil.kumarbhatt@utoronto.ca

**Title:** The Pros and Cons of Teaching Hindi and Urdu as Hindi-Urdu

**Abstract:**

Since the rise of India as an economic powerhouse in the world scene, more and more North American Universities have started taking interest in South Asia. In the catalogue of courses offered on South Asia, Hindi-Urdu as a foreign language is a prominent one. Are Hindi and Urdu two languages? Or one? If two, then what are the grounds to offer them as one course. And if one, then why many universities teach them as separate languages or teach only one of them. Without going into details of the socio-political and linguistic dimension of the Hindi-Urdu controversy, in this paper I would only deal with the rationale behind bringing Hindi and Urdu into one course offering, what are the pros and cons of such academic move and how such move can be justified. I would also discuss some of the challenges the Hindi-Urdu teachers face; lack of textbooks, Hindi
| Biodata: | Dr. Sunil Kumar Bhatt is a cross-appointed lecturer in the Department of Language Studies and the Department of Historical Studies at University of Toronto, Mississauga. His research interests include verbal aspects in Hindi and Slavic languages, socio-linguistic situation in South Asia, language endangerment and language education. |

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| Biodata: | Jürgen Kurtz is Professor of English / Teaching English as a Foreign Language at Justus Liebig University Giessen, Germany. His current research focuses on the role of improvisation and creativity in enhancing oral proficiency in EFL classrooms, on EFL textbook analysis, use and development, and on culture-sensitive foreign language education. |

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<th>Li, Danli</th>
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<th>Biodata:</th>
<th>Dr. LI Danli is an associate professor in the English Department of Wuhan University, China. She got a Ph. D. in Linguistics at the English Department of Hong Kong Baptist University. Her research interests include ESL / EFL from sociocultural perspectives, classroom interaction, discourse analysis, language policy and bilingual education.</th>
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<tr>
<td>1. Xu Yili</td>
<td><a href="mailto:xuyili123568@163.com">xuyili123568@163.com</a> Hong Kong Baptist University</td>
</tr>
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</table>
### Li, Lynne

**Email:** lynne.li@rmit.edu.au  
**Title:** Chinese Language Learning and Teaching in Australian Universities: Toward Quality University Language Programs  
**Abstract:** In today’s changing world, multilingual and multicultural knowledge facilitates advancing globally-oriented university degrees. This article addresses accommodating the needs of Chinese language learners in Australian universities in order to create highly competitive university language programs. The discussion will start from the traditional role of education leadership in relation to standards and benchmarks and professionalism, weaving through the learning experiences of learners and teaching experiences of university knowledge workers in Australian higher education sector. University student enrolment data will be cited in order to delve into the increasingly multivariate needs of the Chinese language learners. The nature of being multivariate in the learners’ needs, such as in learning capabilities and career pathways, will be examined, aiming at conceptualizing a framework to analyze the needs of the learners around language skills, academic learning skills, and disciplinary program skills. The context for multi-disciplinary and multi-mode offerings for university language program will be drawn, in conjunction with the implications on changing nature of quality university language programs. Finally the impact on university curriculum development and education policy-making decisions will be highlighted, particularly around the challenges on the post-modern role of education leadership in terms of multi-disciplinary offering and inter-disciplinary research.  
**Biodata:** Dr. Lynne N. Li is a senior lecturer of language studies at RMIT University where she coordinates and teaches the Chinese Language courses. She has also lectured in English language studies, and TESOL and LOTE (Languages Other than English) teaching methodology.

### Liao, Bozheng

**Email:** bozheng@hawaii.edu  
**Title:** Language-Related Episodes in Learner-Native Speaker Collaborative Writing Interaction on Google Doc  
**Abstract:** Synchronous online writing platform (e.g. Google doc) has provided a dynamic approach to deliver peer feedback and negotiation for students who work on group projects. The previous research on collaborative writing and language learning tended to discuss about the collaboration among EFL learners in classroom settings, with a focus on either their editing history or collaborative dialogue. This paper considers both the oral and written interaction in the collaborative writing between native speakers of English and high proficiency English learners on the synchronous writing platform: Google doc. This paper uses Language-Related Episodes (LREs) as units to analysis the patterns of the interaction between the participants during their collaboration on a same essay. Follow-up questionnaire and interviews with participants provided insight into their perception of their collaboration in the context of online technologies. Since the online writing platform ensure the participants’ ownership of the written text synchronously, I argue that the exchange of the feedback among students on Google doc allows them to notice content, linguistic and organizational problems in their writing and thus would lead to their meaning negotiation and grammatical error correction.  
**Biodata:** Bozheng Liao, currently a second-year master student in Second Language Studies at the University of Hawai‘i at Manoa, was born and raised in Guangdong, China. He obtained his B.A. degree in English from Chongqing University in 2014. His research interests include second language writing and language testing.
### Lin, Chia-Pei

**Email:** 498c0130@stust.edu.tw  
**Title:** A case Study of Elder EFL Students’ Perceptions of Learning English Vocabulary with Songs  
**Abstract:** English has become a global language, and the population of English learners grows gradually. The most essential part of English learning is vocabulary. Vocabulary is the minimal speech unit for people to communicate; in other words, the acquisition of vocabulary is the basic part to share information with others. Some researchers have studied the topics of songs on vocabulary learning, and the participants had shown the interest in it. This study will examine what are elder EFL learners’ perceptions of English songs in terms of promoting motivation and what are elder EFL learners’ perceptions of songs’ effects to English vocabulary learning. There are fifteen participants including the junior high school retired teachers, staff, and community volunteers. The class observation, interviews, collection of exercises and the results of questionnaire will assumedly indicate the effectiveness of songs in elder EFL students’ English vocabulary learning.  
**Biodata:** I am a 26 years old graduate student. My major is Applied foreign language. I am a little shy but I will do my best to connect with people.

### Lorenz, Patricia

**Email:** plorenz@ntu.edu.sg  
**Title:** Implementing Graded Open-Book Eassessments in German Language Learning: A Case Study from Nanyang Technological University  
**Abstract:** Successful implementation of open-book graded eAssessments in language learning is determined by their design and settings. On implementing eAssessments in German language courses, it was decided to computerise only the grammatical content of the units, as grammar questions allow for a true-false question design, hence permitting fully automated feedback and grading. In view of the progressive stage acquisition of language learning, the immediate grading and feedback constitutes an intricate part of the continuous learning process. Parshall et al. (2002, 200) argue that deeper pools and randomisation increase security, while Draaijer and Klingenberg (2015, 49) state that all learning objectives must be adequately represented. Thus, to differentiate the learners’ skill levels for grading, three pools of varying difficulty and complexity each unit tested were established. Open-book eAssessments rely largely on display settings and timing to avoid plagiarism and to produce credible grades. Firstly, early morning scheduling has proven most advantageous. Secondly, successive display with randomisation to prevent backtracking is essential. Thirdly, the overall time allowed has a direct impact on the result and has to correlate with the complexity of questions. Consequently, the eAssessments showed grade averages that were on par with final grade averages, indicating realistic assessment of skills.  
**Biodata:** Patricia Lorenz studied at the University of Freiburg, Germany, and the University of Glasgow, Scotland. She has been teaching English and German as a foreign language for 14 years and lectured at Curtin and Murdoch University. Currently, Patricia is a lecturer and the coordinator for German at Nanyang Technological University.
### Marchesseau, Gerard

**Email:** stoptopanic@yahoo.ca  
**Title:** Linking Motivation and Progress for Pre-service English Teachers  
**Abstract:** In this era of ubiquitous English learning, Japan lags behind in several distinct ways. Firstly, English is very much a foreign, rather than second language. While English has a decorative function in the media and daily life, it is not readily seen as a communicative tool for use in the real world. Secondly, Japan has been slow to adopt digital technology in the classroom. Use of common devices such as tablets, for example, is rarely seen. Finally, the number of students studying abroad has been decreasing in Japan for a number of years due to various factors. All of this considered, motivating students to learn English is an uphill battle at times. This paper discusses the ways that we have tried to motivate students to learn English inside and outside of the classroom and shows the results of our efforts in quantitative and qualitative data sets. All undergraduate students are required to take the TOEIC test in their first and second year. The results are compared across subject majors. Questionnaires and interviews were also conducted, giving us a qualitative picture of how motivation changes over the course of students’ four years completing their undergraduate degrees.  
**Biodata:** The author has been teaching English in Japan for twenty years. I have been involved in teacher education at Naruto University of Education for the past 11 years. Current research areas include teaching English to young learners and motivation.

### Matsumoto, Masanori

**Email:** mmatsumo@bond.edu.au  
**Title:** Japanese EFL Students' Views on Native & Non-native Teachers of English as a Factor Affecting their Motivation  
**Abstract:** Japanese high-school and university students studying English as a foreign language were investigated to find any differences in their views on their teachers between native and non-native speakers of English. A questionnaire survey was administered on 380 students (125 high-school and 255 university students in Japan), and among them, 202 students answered on native English speaking teachers and 173, on non-native teachers of English as a factor influencing their motivation to learn English. The study attempted to find the students' self-reported level of motivation and their perceived level of teachers' motivation to teach them English. It further investigated which one among four teacher-related factors; "personality", "teaching-related", "classroom behavior" and "other factors", the students perceive most strongly affecting their motivation and if there is any significant differences in the students' perceptions of the four factors between native and non-native teachers of English. Independent sample T-test and chi-square tests were used to analyses the collected data. The results showed some note-worthy differences in the students' views on teachers between native and non-native speakers of English.  
**Biodata:** Assistant Professor, Dr Masanori Matsumoto is a lecturer for the TESOL course at Bond University on the Gold Coast, Australia. His primary areas of research is second language learners' motivation and the factors affecting the motivation.
### McCallum, Lee

**Email:** leemccallum811@gmail.com  
**Title:** Demystifying Language Assessment  
**Abstract:** English Language Teaching (ELT) has long moved on from behaviourist theories of learning and teaching to an approach that now champions a student-centred classroom that focuses on fostering learner autonomy, critical thinking skills and individual and peer related language tasks. With this in mind, it would seem surprising then that the same student-centred approach is not taken when it comes to language assessment. Language assessment is often viewed as something only the teacher knows about and can have input in. This leads to students experiencing assessment anxiety and viewing both formative and summative assessments with suspicion, mistrust and a sense of awe and fear. This presentation will look at ways to increase student participation in the assessment process and shares some technology based activities, methods of assessment and test-taking strategies that go some way to demystifying assessment for learners and increasing their confidence in assessment situations. This session is of particular relevance to language teachers, students and assessment centres.  
**Biodata:** Ms. Lee McCallum is an EdD candidate at the University of Exeter in the United Kingdom. She has wide ranging teaching and assessment experience from Europe, the Middle East and Asia. Her research interests include: testing, corpus linguistics and second language writing.

### McIlroy, Tara

**Email:** tara.mcilroy@gmail.com  
**Title:** Metaphor and Emotion as Pervasive Features in Second Language Reading  
**Abstract:** The purpose of this study was to enable greater understanding of the interpretation of metaphor and engagement during the reading process. Applying a lexical-cognitive perspective to the second language context can reveal important details about levels of engagement when reading. A group of advanced learners of English in Japan completed an extended production task which utilized creative and task-based project methodology. The task involved reading and responding to literary texts. This was done while classroom activities raised awareness of literary features in a content-based seminar course. A lexical-cognitive perspective was taken to interpret subjectivity and engagement with the texts. Results showed the pervasiveness of interpretation of metaphor from the literary texts along with emotional response. Additionally, the results showed how aspects of emotional engagement, personalization and interpretation of metaphor during the reading process can help illustrate the reading process further. Teachers and program directors could broaden their understanding of reading processes through this approach also.  
**Biodata:** Tara McIlroy is an associate professor at Meiji University in Tokyo, Japan. Her research interests include second language reading and writing, motivation and cognitive processes in language learning and readerly engagement.
Minehane, Gregory  
**Email:** minehane@meijo-u.ac.jp  
**Title:** University Students Evaluating English Language Teachers in Japan: Is Objectivity Lost in Translation?  
**Abstract:** During several years of a liberal arts English program, carrying out student evaluations of teaching (SETs) was mandatory. Scores obtained from the SETs gradually came to be used, controversially, for summative purposes. A retroactive examination of the SET data from 224 first and second semester classes, encompassing 9742 student surveys, showed that student satisfaction correlated highest with rapport. The current study examines contemporary issues in SET research including social and psychological influences, generalizability, and bias. With a focus on Japan and the type of factors that may influence students rating teachers of communicative English classes at university in particular, the case is made for caution regarding the procuring of SETs for summative purposes.  
**Biodata:** Greg Minehane is an associate professor in applied linguistics at Meijo University in central Japan. For several years, Greg was a director of Meijo's Liberal Arts English Program. Greg has over 20 years’ experience teaching and lives with his wife and two children in Nagoya.

Monsod, Jean Auguste Dominique  
**Email:** monsodjad@gmail.com  
**Title:** Reawakening Cultural Connections through Language: A Didactic Proposal to Integrate Fil-Hispanic Literature in the Teaching of Spanish in the Philippines  
**Abstract:** Language and culture are interrelated. In the Philippines, Spanish is at the core of the postcolonial Filipino cultural identity. This found expression in Fil-hispanic literature, works written by Filipinos in Spanish during the first half of the 20th century. Yet changing networks of power relations have gradually revalued it: while it was once one of the country’s official languages, it is now taught as a foreign language, its literature unread and unknown. This paper is a theoretical approach to the possibility of integrating Fil-hispanic literary texts in teaching Spanish in the Philippines. It proposes didactic activities to be piloted at the University of the Philippines Diliman. In rationalizing this possibility, these premises must be considered: that there is an undergraduate program in Hispanic Studies in this university and that with Spanish as both cultural and linguistic patrimony in the country, students can take advantage of the cultural component of the language in a way that is experiential and personally relevant. This paper aims to contribute to the development of curricula and teaching materials that promote the study of Spanish in the country not as a foreign language but an integral key to understanding the Filipino identity in the modern world.  
**Biodata:** She is on the faculty of the University of the Philippines. She obtained her B.A. (Spanish) from the same university in 2011 and her M.A. (Teaching Spanish as a Foreign Language) from University of Alcalá in 2015. Her main research interests are Fil-hispanic literature and literature in language teaching.
### Nguyen, Nhat Thi Hong

**Email:** hongnhatbk@gmail.com  
**Title:** Teacher Learning in Call: The Case of Vietnam  
**Abstract:** This research was positioned in the EFL teaching context in Vietnam, where the government recently implemented the National Foreign Language 2020 Project (MOET, 2008). Within the scope of this national project, the Vietnamese Ministry of Education and Training launched technology standards for language teachers and established the Vietnamese Association of Computer-Assisted Language Learning, VietCALL in 2014. Accordingly, MOET authorized VietCALL in 2014 to deliver a nationwide professional development course in CALL for EFL teachers at all levels (MOET, 2014). With these fundamental milestones, this longitudinal project was conducted to evaluate the MOET course as well as to develop a workshop intervention in designing YouTube-based listening tasks for teachers at the tertiary level. Data were collected through an online survey of 162 EFL teachers, semi-structured interviews with 20 teachers and five case studies of teachers learning CALL. This presentation reports two case studies from this project exploring the overtime changes in their practices in using technologies for language teaching in general and in designing listening tasks in particular. The practical experiences reported by the two Vietnamese teachers are expected to provide insights into how EFL teachers engage in CALL, which may be applicable to teachers in other world Englishes contexts.

**Biodata:** Nhat Thi Hong NGUYEN is a teacher educator in Vietnam. She is currently a PhD student at the University of Queensland. She has been conducting a number of workshops for EFL teachers on teaching listening with technologies. Her research interest is teacher education in CALL and technology-mediated task-based language teaching.

### Nilsawaddi, Wilaichitra

**Email:** nuttha26@yahoo.com  
**Title:** Developing Thai Education Students Intercultural Competence in a Cultural Interaction Project  
**Abstract:** The purpose of this study was to design, implement and evaluate a cultural interaction project employing Computer-Mediated Communication (CMC) and face-to-face interactions (blended approach). The study aimed to develop intercultural competence and communication abilities of Thai students in a Teacher Education Program. The research was informed by Second Language Acquisition (SLA) theory and socio-cultural theory. This investigation examined the students’ level of intercultural competencies, communication abilities and awareness of cultural differences. A case study approach was selected. Students were assigned to meet with representatives from different cultures and learn about their culture in both face-to-face meetings and through CMC. The data collected consisted of students’ critical reflections, individual interviews with participants and the written communication obtained from online interactions. Several methods of data analysis were employed. The analysis revealed that students had high levels of intercultural and communication competency, and positive attitudes towards the cultural differences, communication abilities and interactions mediated using CMC. The study emphasized the importance of including cultural awareness studies for student teachers – especially for English language teachers - as Thailand becomes an increasingly diverse society and Thai teachers have more opportunities to work with colleagues from different cultural backgrounds.

**Biodata:** Wilaichitra Nilsawaddi has been the Head of English Program (Teacher Education) at Phranakhon Rajabhat University (PNRU) since 2006. She also has served as the coordinator of two General Education courses, two compulsory modules for graduation, titled English for Everyday Communication and English for Study Skills Development.
**Nishioka, Hiromi**

**Email:** hiromi0504@gmail.com  
**Title:** Analysing language learning in collaborative digital storytelling projects: Activity theory perspective  
**Abstract:** Digital stories are short computer-mediated narratives to tell stories by manipulating multiple modes using either video editing software or Web 2.0 based applications. Designing digital storytelling as collaborative learning activities can engage language learners in collaborative dialogue which Swain (1997) claims the concurrence of language use and language learning (Nishioka, in press). Although my previous study have contributed to identify the process and learning outcomes that language learners co-construct their knowledge of Japanese in the project, it has not answered the question of what factors encouraging or inhibiting learner interaction and their language learning in the project. Such inquiry is imperative to develop pedagogical strategies to enhance language learning in the project. The aim of present study is to identify factors impacting on the process and outcomes of language learning in collaborative digital storytelling projects for Japanese language learners in Australian universities. The present analysed video recording data, stimulated recall sessions, semi-structured interview and artefacts produced by the participants by adopting Activity Theory (Engeström, 2001) as a theoretical framework. The present study will discuss how various factors shapes learner interaction and their language learning differently.  
**Biodata:** Nishioka Hiromi is a Ph.D. candidate at Macquarie University. She has taught Japanese in language schools and universities in Australia, South Korea and Taiwan. Her research interests are language learning in collaborative digital storytelling projects and out of class learning particularly using Web 2.0 technologies.

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**Nurweni, Ari Nurweni**

**Email:** nurweniari@gmail.com  
**Title:** The Indonesian EFL Learners' Perceptions on Task Complexity  
**Abstract:** With reference to the Cognition Hypothesis, pedagogical tasks should be designed on the basis of task complexity (cognitive factors). Task-based studies have been predominantly concerned with the effect of manipulating task complexity on learners’ language performance in terms of complexity, accuracy, and fluency (CAF). Very few studies have investigated learners’ affective factors with respect to the implementation of task complexity. This study aimed at exploring learners’ in-depth perceptions of four types of task complexity. The subjects of the current study were 90 students of English Department, Lampung University, Indonesia. Interview was used to collect the learners’ perceptions. The findings of the current study indicate that aspects other than task complexity (cognitive factors) are also required as bases for designing pedagogical tasks in language teaching. The results of this study inform researchers, EFL teachers, and syllabus designers a framework for holistic task design. Keywords: pedagogical task, task complexity, learners’ perception  
**Biodata:** A lecturer at English Department, Faculty of Teacher Training and Education Faculty, Lampung University, Indonesia. Having been teaching English to college students since 1987 (28 years). Her main interest is particularly on language teaching and language in use.
Oguri, Seiko

Email: oguri@lc.chubu.ac.jp

1. Patrick Allen
2. Kato Tetsuo

Title: Practice in Practice, not in Theory: How Blended Learning Supports Intake in EFL Classes

Abstract: The presenters are involved in developing a new EFL program for engineering students at a university in Japan. Even if we aim at improving their communicative ability in English, providing our students with output activities only can rarely be productive. Especially when most of the students are low aptitude and filled with discouragement and disappointment in learning, they need to be instructed properly and be fostered in acquiring skills through appropriate practices in appropriate order. Because the time with us is limited to once a week in most cases, we endeavor to build the learning foundation and strategies through blended learning. We attempt to provide students opportunities to practice as much as possible so that they can acquire learning skills to apply in their future efforts even beyond the EFL classroom. This presentation focuses on how our blended learning enhances opportunities for the students to intake the target language both in and beyond classrooms. It also discusses the roles of teachers in deciding how to blend learning choices, improving the quality of instruction, and providing appropriate tasks necessary with appropriate material adaptation. The benefits and outcomes of our challenge from 2014 will also be shared.

Biodata: Seiko Oguri has been involved in EFL education and curriculum designs at Chubu University since 1999. Her research interests include collaborative learning, CALL, motivation, autonomy and roles of teachers. She is currently the vice-director of the Language Center.

1. Patrick Allen dpallen@lc.chubu.ac.jp Chubu University Language Center
2. Kato Tetsuo tetsuo@lc.chubu.ac.jp Chubu University Language Center

Oh, Sunyoung

Email: sunyoh@cityu.edu.hk

Title: Incorporation of a Mobile Messaging Application in Korean Language Teaching

Abstract: In recent years, the need for interactive and dynamic learning platforms is rapidly growing in higher education for which language education is not exceptional. Language learners of today, who have easy access to the digital world, are equipped for fast-paced technology-based learning and multitasking. For that reason, language teachers’ adaptations to online resources and incorporation of various forms of learning activities could be developed as a new way of language education that is effective and powerful. In this regard, this paper shares a case study of blended learning for Korean with a mobile messaging application conducted in Hong Kong. With the examples of practical onsite and offsite activities for different levels of learners, it will present how to facilitate the mobile application and introduce activities intended for different communication skills. Further, the paper will discuss some issues related to the feasibility and the limitations of blended learning with the mobile application in comparison with computer-assisted language learning.

Biodata: Dr Sunyoung Oh trained at University of British Columbia, Canada, is a foreign language education specialist. Her research focuses on the historical and sociocultural aspect of language acquisition in the Asian context. She is currently in charge of the Korean Studies courses in City University of Hong Kong.
**Ohba, Hiromasa**

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<tr>
<td>Title:</td>
<td>How Effective is Peer Feedback in Improving the Speaking Ability of Japanese EFL Learners under Cooperative Learning Conditions?</td>
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<td>Abstract:</td>
<td>This study investigates the effectiveness of peer feedback to speaking activities under cooperative learning (CL) conditions on improvement of the speaking ability of Japanese EFL learners. CL refers to principles and techniques that include instructional use of small groups through which learners work together to maximize their own and each other’s learning (Johnson, Johnson, &amp; Holubec, 1994). In this theoretical framework, positive interdependence among group members is tremendously important. Therefore, it is said that through the core theory of success (Kim, 2001), the quality of relationships has a strong influence on the quality of results. Thirty-seven Japanese university students, who did not major in English and received general English education in Japan, participated in this study. A picture difference task was used to elicit the data from participants in pre- and post-tests. In three CL-based treatments for approximately five weeks, each participant in a group of four completed the same task twice with a different partner for five minutes each, followed by peer feedback and processing with grammar learning among them. Comparing to the control group, the effectiveness of CL-based peer feedback on Japanese EFL learners’ speaking ability is discussed in terms of improvement of complexity, accuracy and fluency.</td>
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<td>Biodata:</td>
<td>Hiromasa Ohba is a Professor of TEFL in the Faculty of School Education, Joetsu University of Education, Japan. His research interests include how cooperative learning is effective in Japanese EFL classrooms in terms of four skills and motivation within the sociocultural framework.</td>
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**Ono, Yuichi**

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<td>Title:</td>
<td>An Analysis of Learning Process in Speaking Practice and its Relationship with Japanese EFL Learners’ Learning Strategies</td>
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<td>Abstract:</td>
<td>This paper explores the relationship between learners’ learning strategies and learning behavior in speaking practice by using learners’ log data. When EFL learners practice speaking fluently and accurately, they usually rely on a model speech. Our previous study showed that there are two types of EFL learners observed concerning learning behaviors when they practice speaking. One group of learners (Top-downers) start listening passages or sentences of model sound to practice speaking fluently, followed by practice of speaking smaller units (chunks or words) accurately. The other group (Bottom-uppers) start with smaller units, then go to sentences or passages. The study showed that their learning behaviors are not predicted by their proficiency levels or the difficulty of materials. Instead, their learning strategies seem to be related with their behaviors. During the six-week experiment of speaking practice, this study collected all the log data on their learning behaviors on the speaking practice system constructed for this experiment, and analyzed the patterns on the basis of difficulty of materials, proficiency levels, and their learning behaviors from a learning analytic point of view. It will be concluded that these real-time log data are helpful to construct a computer-assisted interactive speaking practice system in the future.</td>
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<td>Biodata:</td>
<td>Yuichi Ono is an Assistant Professor at University of Tsukuba in Japan. He is a director of CALL system management committee at the Center for Education of Global Communication (CEGLOC). He holds a Ph.D. in engineering and a Master degree in education. His research interest includes CALL and TELL.</td>
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<td><strong>Park, Mihi</strong></td>
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<td><strong>Title:</strong> An Experimental Study of Cue Sensitivity Development: Classroom Input and Late Bilingualism</td>
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<td><strong>Abstract:</strong> Bates and MacWhinney (1988) propose that learners assign NP (noun phrase) Case as a result of cue competition based on previous linguistic inputs. The evidence has been amassed that NP animacy is one of those cues involved in the competition. The research question addressed here is if NP animacy of inputs is influential to learners in assigning Case to NPs in the written production. The present study examines cue sensitivity of learners in the acquisition of Type 1 variation (i.e., correct versus incorrect argument realization) and Type 2 variation (i.e., variation between alternative acceptable variants; NP with case-marker, NP without case-marker or Dropped NP) of L3 Korean. It focuses on whether NP animacy manipulation of classroom input influences learners’ performance on argument realisation in their written production using quantitative corpus analysis incorporating a variationist perspective. This study demonstrates that learners indeed displayed analysis ability of linguistic inputs and amount of inputs is positively correlated to the performance in the acquisition of grammatical competence as well as variation patterns and thus enhances sociolinguistic competence (Bayley &amp; Regan, 2004). The findings imply that NP animacy of linguistic inputs of instructional sentences should be carefully designed to expose balanced animacy cue to learners.</td>
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<td><strong>Biodata:</strong> Dr. Park joined the Centre of Language Studies as a Lecture for Korean Program in February 2008. Her research interest includes multilingualism, L3 learning, psycholinguistics and sociolinguistics.</td>
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<th><strong>Pham, Huynh Phu Quy</strong></th>
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<td><strong>Email:</strong> <a href="mailto:phamquy124@gmail.com">phamquy124@gmail.com</a></td>
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<td><strong>Title:</strong> The Use of English TV Shows in Language Classrooms: Tips and Practical Activities</td>
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<td><strong>Abstract:</strong> It is undeniable that authentic materials provide students a unique opportunity to experience the language being used in a real context. This frequent exposure to such native language is believed to not only enhance students’ language competence but also help them succeed in real life communication. However, because of the complexities of the language use, speed and accent, English teachers may exploit authentic materials mainly for their high-level classes. With that in mind, the presentation aims to introduce several reality and talk shows as a form of authentic materials which can be used to stir students’ interest and engagement in the lesson. Meanwhile, these carefully selected shows provide the language suited for a wide range of students’ levels. Finally, practical activities and useful tips related to the shows are also introduced in this presentation.</td>
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<td><strong>Biodata:</strong> I am currently working as an English Language instructor at the Ho Chi Minh University of Education Foreign Language Center Branch 2, Vietnam, where I am responsible for teaching general English and IELTS preparation courses for university students. My research interests include group dynamics, learner autonomy, and motivational strategies.</td>
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<td><strong>Title:</strong> Five Steps to Successful Goal Setting in Language Classrooms</td>
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<td><strong>Abstract:</strong> One of the most effective ways to promote student autonomy is the use of the goal-setting...</td>
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technique since students would feel more control of their learning and grasp a good understanding of their own progress. As a matter of fact, setting goals enables students to identify their learning direction, and focus their energy and time on relevant tasks instead of spending a great deal of time on trivial matters. However, the goal-setting technique is not widely acknowledged in various foreign language teaching contexts due to the lack of a comprehensive model on how to instruct students to set smart goals. For that reason, the paper aims to demonstrate significant benefits of goal setting with a view to drawing more attention from language educators to this technique. Crucial steps for successful goal setting are also outlined as guidance for any attempt to apply the technique in the classroom.

Biodata: I am currently working as an English Language instructor at the University of Education Foreign Language Center Branch 2 where I am in charge of teaching general English and IELTS preparation courses mainly for university students. My research interests include group dynamics, learner autonomy, and motivational strategies.

Srikrai, Phiphawin

Email: phiphawin@yahoo.com

1. Deng Lin
2. Saiyachit Lakaisone
3. Seepho Sirinthorn

Title: English Language Difficulties of Non-native English Postgraduate Students in the Academic Context at a Thai University

Abstract: While studying in Thai Universities, non-native English postgraduate (NNEP) students face major challenges in their academic study. The English language itself is one such hurdle, particularly at the beginning stage of their academic study. They need to be competent in both disciplines and language skills to be able to cope with academic demands. Situated in an academic context at a Thai university, the researchers adopted a mixed method, consisting of a questionnaire and semi-structured interviews, to discover the English language difficulties of NNEP students, to find out the relationships between non-linguistic factors and NNEP students’ English language difficulties, and to investigate causes for the difficulties. Eighty-five NNEP students from four faculties responded to the questionnaire. The findings indicate that writing in an academic style was found the highest difficulty among the students, followed by paraphrasing and synthesizing essays, reports, dissertations, theses, research paper, and articles. This study also suggests some pedagogical implications for both administrators and practitioners.

Biodata: Phiphawin Suphawat Srikrai is an Assistant Professor in English at Khon Kaen University, Thailand. She obtained her Master of Applied Linguistics from Macquarie University, Australia and is now pursuing her Ph.D. at Suranaree University of Technology, Thailand. Her interests are on CALL, project-based language learning and materials design and development.

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**Qin, Ran**

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**Title:** Teachers’ Feedback on Students’ Performance in a Secondary EFL Classroom: A Case Study

**Abstract:** Although researchers have done extensive studies on both scaffolding and the effect of teachers’ verbal feedback, not enough attention has been paid to in what way scaffolding affects verbal feedback in English classes of China’s secondary schools. Adopting a longitudinal case study approach, this paper drawing on Vygotsky’s sociocultural theory, explored the EFL classroom interaction between two teachers and 20 adolescent EFL learners in a secondary school. Data was gathered through classroom observation. Quantitative analyses were conducted with feedback episodes to see the frequency and distribution of feedback types. Then episodes of scaffolding were analyzed and compared to see the effect. The analysis revealed the fact that evaluative feedback was the most dominant one, and the most frequent type of corrective feedback was repetition. This finding was quite different from previous research, in which the most preferred type was always recast. Moreover, feedback could be more effective when scaffolding was carried out between EFL learners and teachers.

**Biodata:** Miss Qin Ran is a postgraduate student in Wuhan University, China. She has seven-year experience of teaching English in secondary school and her research interests are second language acquisition and discourse analysis within classroom.

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**Rivers, Damian**

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**Title:** The Omnipresent Other: National Identity in English Language Learning

**Abstract:** Given that fundamental concepts such as language can either “diminish a sense of national identity or reinforce it” (Edensor, 2002: 29), this presentation contends that one of the most influential affective variables impacting upon English language education within the sociocultural context of Japan is attachment to an imagined Japanese nation (singular), or to be more precise, the respective strength of attitudinal attachment students hold toward various dimensions of nation identity. Within current language-learning literature, the direct impact of nation identity has been largely overlooked. Motivated by the current void within mainstream language-learning literature, this presentation shares quantitative data collected from 1123 Japanese university students which sought to answer a single cardinal research question: What impact does the strength of attitudinal attachment students hold toward various dimensions of nation identity have upon language-learner motivation within a university context that provides extensive intergroup contact opportunities with a population of non-Japanese “native speaker” English teachers? A broad analysis and discussion of the results will be offered and participants will be invited to consider the role of nation identity in the learning of foreign languages.

**Biodata:** Dr. Damian J. Rivers is an Associate Professor at Future University Hakodate. His research interests surround critical applied linguistics. He is co-editor of Social Identities and Multiple Selves in Foreign Language Education (2013, Bloomsbury). He is also editor of Resistance to the Known: Counter-Conduct in Language Education (2015, Palgrave Macmillan).
### Saito, Yukiko

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<tr>
<td><strong>Title:</strong></td>
<td>What and how do Japanese Language Learners Learn through a Short Term In-country Language Programme in Japan?: With a Focus on Learners’ 'Critical Cultural Awareness’</td>
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**Abstract:**
This presentation draws upon a study that examines the learning of critical cultural awareness based on Byram’s (1997) model of ‘Intercultural Competence’ through a short term in-country Japanese language programme. A short term in-country language programme in languages education is common across various educational levels and institutions worldwide due to the assumption that it enhances learners’ linguistic abilities as well as intercultural capabilities. However, little is known about the process of learners’ learning, in particular, how the learners learn language and culture critically. The purpose of this study is to uncover the construct of learning and the construct of its criticality. Data were gathered from four university students in Singapore who participated in three-week language programmes in Japan, and included pre-/post-programme questionnaires, learners’ reflective journals, interviews, lesson and activity observations, and a review of materials. The data were analysed thematically. The presentation will discuss the findings of the study. The study found that learners identify their learning through their direct experiences, in particular through interaction with people on site, in line with their prior knowledge and experiences of Japan, personal interests and feelings. It also found that their level of criticality vary depending on their ways of reflection.

**Biodata:**
Yukiko Saito is a Lecturer in the Japanese language programme at the Centre for Language Studies in the National University of Singapore. She is completing her PhD research at University of South Australia on teachers’ conception of culture and its enactment in teaching. Her research interest includes intercultural language learning.

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   Associate Professor, Centre for Language Studies, National University of Singapore.

### Sato, Takeshi

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<td><strong>Title:</strong></td>
<td>The Impact of Cognitive Styles in Computer Mediated Language Learning: Is Technologically Enhanced Courseware Effective for Every Learner?</td>
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</table>

**Abstract:**
This study examines the impact of learners’ cognitive styles in learning English as a foreign language (L2) with multimodal environments. Simultaneous knowledge representation with verbal and visual annotations has been regarded as an effective way to retain knowledge and it has been verified by various studies in different settings. However, the manipulation of images for successful L2 learning, this study claims, depends on learners’ preferences in the way they process knowledge with imagery: whether they are high-imagers or not. Thus, this study investigates the impact of learners’ cognitive styles by developing two types of mobile-based applications to learn phrasal verbs. One application consists of sample sentences and images depicting the prototypical senses; the other consists of the sentences and their prototypical senses described verbally. As a result of fill-in-the-blank tests conducted one and two weeks after the treatment, it was found that the use of images could accelerate the processing to reach the correct answers whereas low-imagers process knowledge better with the verbally-oriented application than with the image-oriented application. These findings suggest that successful L2 learning requires multimodal knowledge representation and may be enhanced by materials that differ according to learners’ cognitive styles.
Biodata: Takeshi SATO is an associate professor at Tokyo University of Agriculture and Technology, Japan. His research interests include second language vocabulary acquisition and computer (mobile) assisted language learning.

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Setiyadi, Ag. Bambang

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Title: Exploring Motivational Orientations of EFL Learners: A Case Study in Indonesia

Abstract: Motivational orientations have been widely studied. The distinction between extrinsic and intrinsic motivation, and between integrative and instrumental motivation in language learning have been well developed. The distinction seems to have been developed in Western settings and in ESL contexts. The current study addresses whether west-inspired theories on motivation in learning English are relevant for EFL learners in Asia. The result of factor analysis provides evidence that the motivational orientations of the EFL learners indicate the existence of three orientations and they are labelled as extrinsic motivation, international orientation and intrinsic motivation. The emergence of the international orientation of language motivation in EFL setting may response to the growing majority of English learners who need English as a means of communication in the context of globalization. The ranked correlation among the motivational orientations shows that international orientation and intrinsic motivation are more closely related. The close relation of the two types of the motivational orientations may support the concept that extrinsically motivated learners with more self determination is similar to intrinsically motivated ones in the sense that both types of language learners perform autonomous learning.

Biodata: Ag. Bambang Setiyadi is a professor at the department of English Language of Lampung University, Indonesia. He holds a Ph. D. in Applied Linguistics from La Trobe University, Australia. His major interests include motivation and learning strategies.

1. Sukirlan Muhammad, Lampung University

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Sew, Jyh Wee

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Title: Teaching Malay Onomatopoeia Ubiquitously at Tertiary Level

Abstract: This discussion examines the pedagogy of Malay onomatopoeia in a novel. The pedagogy begins with an introduction to the topic before highlighting eight examples of onomatopoeia as creative stylistics in two pages of print material. Subsequently, English sound-symbolic words are introduced to break the mono-language matrix. Such comparison invokes bilingual scaffolding to understand onomatopoeia as universal lexicon based on preexisting knowledge. Half way through the lesson, a video clip showing two learners trying to reconfigure Japanese onomatopoeia is included for developing a creative dimension of ubiquitous teaching. Intersecting Malay and Japanese onomatopoeia offers a relevant input of cross-linguistic interpretation, not least because the Malay learners, intrigued by the same lexical items, found resonance from the Japanese counterparts. Viewing similar learning experience digitally also breaks the monotony of point-and-tell in the classroom. Introducing sound as a locus of emic comprehension reinforces Malay language learning. Cross-language comparison of onomatopoeic data, realignment of learning experience with peers understanding a similar topic, and deliberation with a common digital form,
thus generate a prolific ubiquitous method for teaching Malay onomatopoeia at tertiary level.

| Biodata: | Jyh Wee Sew teaches Malay at National University of Singapore and publishes with WORD, Language Sciences, Kajian Malaysia, GEMA, Akademika, & Issues in Language Studies. |

Shen, Yingwen  
**Email:** becauseofsnow@126.com  
**Title:** A Study of Appreciation Resources in Teacher Feedback in the Chinese College EFL Context  
**Abstract:** As a subsystem of the appraisal theory, attitude is concerned with emotional reactions, judgments of behaviors and evaluation of things. Most Chinese research on attitude takes literature works, advertisement, news reports and public speeches as subjects. Only a few studies concentrate on teacher talk, and fewer are concerned with teacher feedback. In terms of functional grammar, feedback is in relation to appraising student’s performance; therefore it is reasonable to suppose that there exist appraisal resources in teacher feedback, especially attitude resources relying on classroom context to express teacher’s evaluation on students and learning. Since appreciation, among three subcategories of attitude, is proved to be used most frequently in teacher talk, this study especially focuses on how appreciation resources in teacher feedback used in classroom context help complete meaning negotiation between the teacher and students. To achieve this, videos and transcripts of 10 advanced reading classes for English majors in a Chinese university are selected as the material. Flanders Interaction Analysis System and classroom discourse analysis are used as quantitative and qualitative methods respectively to analyze the impact of feedback with appreciation in IRF. Results indicate that appreciation resources play a role in pushing student’s output and maintaining effective classroom interaction.

| Biodata: | Shen Yingwen is a postgraduate student majoring in foreign languages and applied linguistics under the guidance of Professor Wang Jian in Northwestern Polytechnical University. Her research interest is applied linguistics, especially second language acquisition. |

Shih, Hui Chia  
**Email:** judy.hj.s@gmail.com  
**Title:** EFL University Learners’ Use of Metacognitive Reading Strategies for Test Preparation and in Testing Situations  
**Abstract:** Reading has been considered an important ability in second language acquisition, and the process of reading comprehension is believed to take place at the metacognitive level, where planning, monitoring, and evaluating are involved. Although reading ability has been found to be related to the usage of both cognitive and metacognitive reading strategies, Purpura’s study (1999) concluded that metacognitive strategies had an executive function over cognitive strategies, which in turn impact the test performances. Since most past research focused on general language learning strategies rather than those used in the testing situations, this study aims to fill the gap by investigating the metacognitive strategies used by high scorers and low scorers in testing situations. Four participants were selected based on their English reading proficiency, and data were collected using thinking-aloud protocol. A follow-up interview was conducted to investigate their metacognitive strategy use for test preparation. Results show distinctive differences between the two groups in terms of the quantity and quality of strategy use, both before and during testing.
situations. Pedagogical implications for language teachers wishing to assist EFL learners to employ effective reading strategies in a testing situation are also discussed.

**Biodata:**
Hui-chia Shih is currently a PhD student at National Changhua University of Education in Taiwan.

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**Shirahata, Tomohiko**

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2. Koji Suda
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3. Hideki Yokota
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**Title:**
The Effect of Explicit Instruction and Error Correction on Learners’ Grammatical Accuracy

**Abstract:**
We conducted several experiments to clarify whether explicit instruction (EI) and explicit error correction (EEC) were useful to increase second language (L2) learners’ grammatical accuracies. Participants of the experiments were Japanese learners of English (JLEs). We carried out ten different experiments with different grammatical items. We gave the participants a pretest, three treatments with EI and EEC, an immediate posttest and a delayed posttest. We found that EI and EEC were effective for most of the grammatical items at the immediate posttest. However, after two months when the delayed test was done, while the effects still stayed effective for some items, no effect was found in the other items. We found effects of EI and EEC do not last long for items belonging to functional categories and/or grammatical morphemes while they can be useful for items conveying lexical meanings. This asymmetry must be due to the fact that there is a fixed acquisition order for grammatical morphemes and functional categories. Another factor is due to L1 transfer. Moreover, effects of EI and EEC can vary even within the same grammatical item depending on the complexities of subcategory rules. In this presentation, we will discuss these results in detail.

**Biodata:**
Tomohiko Shirahata is a professor of linguistics at Faculty of Education, Shizuoka University, Japan. He specializes in second language acquisition based on the linguistic theory and is also interested in teaching English as a foreign language. He received his Ph.D. from Osaka University, Japan.
### Sibayan-Sarmiento, Anna Marie

**Email:** aisibayan@up.edu.ph  
**Title:** When Students Become Teachers: A Proposed Assessment Model for Foreign Language Teaching Practicum  
**Abstract:** This study explores a model for assessing a session of foreign language teaching practicum. The participants were university students enrolled in an elective didactics course, which is an application of previously learned foreign language teaching theories and approaches through a variety of teaching methods, techniques and activities in the foreign languages the students were specializing in (French, Italian, German, Spanish). The preparation for the rubrics began with a week-long classroom observation of teachers of their language of specialization that required an output of a reflection paper on the qualities of a good language teacher. The content of these papers was analyzed, the qualities identified and classified into categories (Miller, 2012): affective characteristics, skills, classroom management, and academic knowledge. The results were then discussed with the students, sifting through their reasons for giving weight to some more than others. By the end of the process, three parallel rubrics were created: one for the student teacher, the observing professor, and the students of the class they had to teach. The triangulated peer-professor-self assessment tool based on the students' criteria of a good language teacher was an attempt at personalizing the students' learning process, validating their beliefs and creating a fair assessment medium.  
**Biodata:** Anna Marie Sibayan-Sarmiento teaches at the University of the Philippines Diliman and is on the last stages of her PhD at the University of Barcelona, where she likewise obtained her MA in Teaching Spanish as a Foreign Language. Her research interests include teaching methods, code-switching and student self-repair phenomena.

### Singh, Sandhya

**Email:** clssas@nus.edu.sg  
**Title:** The Ritual of Greetings  
**Abstract:** There is a growing rift developing among Hindi speaking people on what is proper written Hindi and spoken Hindi. This problem arises, because Hindi has several spoken and written varieties. We see this “corruption” of the language in popular media as well as everyday Hindi. What we are seeing nowadays is the breakdown and mixing of the formal and informal structures. There are numerous examples of this difference in everyday use – an example being the use of ‘you’ in various forms. Three forms “Tu”, “Tum” and “Aap” are taught accordingly for different settings. Instead of just teaching grammar rules, the learners were taught to learn to spot the use of Tu, Tum, Aap in the rituals of greetings and use them correctly according to the correct context. The main objective of this proposal is to showcase contextual use of Hindi structures with an experience-based approach to the teaching of Hindi. Evaluation feedback from students and experts of students work showing improvements in the use of the target structures will support this presentation.  
**Biodata:** Dr Sandhya Singh Lecturer, Centre for Language Studies, National University of Singapore.
### Siregar, Fenty Lidya

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1. Limuria Rika
2. Maryani

**Title:** An Investigation of International Students’ Willingness to Communicate in Indonesian at Private University of West Java

**Abstract:** Willingness to communicate (WTC) research is important due to its capacity to provide teachers with knowledge about effective language learning that can assist learners to get involved in authentic communication among people of different cultural and linguistic backgrounds (Zarrinabadi & Tanbakooei, 2016). Despite its significance, to our knowledge no study has researched WTC of second language learners of Indonesian. Therefore, this study investigated international students’ WTC in Indonesian at Private University of West Java (a pseudonym) in Indonesia. This qualitative research project used semi-structured interviews and classroom observations as its means to collect data. The participants were international students who were enrolled in Indonesian language for foreigners (BIPA) classes and language buddies of the international students and teachers of BIPA who were Indonesian native speakers. The study is expected to fill the gap in the literature on international students’ WTC in Indonesian and on students’ intercultural formal and informal learning. The study will offer numerous insightful implications for curriculum development, material evaluation and teaching practice of BIPA.


**Biodata:** Fenty Lidya Siregar is a lecturer of English in Diploma three English programme at Maranatha Christian University. She attained her master’s degree in English Language Education from De La Salle University, the Philippines. Her research interests include teachers’ beliefs, intercultural communicative competence, and language policy.

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### Song, Kyong-Sook

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**Title:** Ubiquity in Teaching and Learning World Englishes

**Abstract:** In the era of globalization, English is no longer the language of native speakers. Rather English belongs to the world, and new forms of English, born of new countries with new communicative needs, should be accepted into the marvelously flexible and adaptable galaxy of “Englishes” (Strevens 1980: 90). Koreans encounter global citizens of a wide variety of socio-cultural backgrounds, and need to communicate in a wide variety of English. Korean university students consider their proficiency in English as a key to their social moves and career success, and they try to make every efforts to improve their communicative competence and cultural awareness. Advancements in social network service (SNS) and information technology (IT) have a great impact on language teaching and learning methodologies. A blended learning (BL) approach combines face-to-face classroom methods with computer-mediated activities to form an integrated instructional approach. This paper explores the ubiquity of teaching and learning world englishes in Korea. Based on the questionnaires and university courses implemented, this paper explores the innovative teaching and learning World Englishes with reference to the multimedia resources and information technology (IT) as well as blended learning (BL).
### Biodata:

| Kyong-Sook SONG is Professor and Director of the Global Communication Research Institute at Dongeui University, and Vice-President of Linguistic Society of Korea. Obtaining Ph.D from Georgetown University, her research interests include cross-cultural communication, language & gender, CMC, and WE, and books include *Discourse & Pragmatics*, and *Understanding Global Society English: WE*. |

| Sugino Naoki |

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<td>1. Hiromasa Ohba</td>
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<td>2. Kenichi Yamakawa</td>
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| Title: | Comparison of Test Item Difficulty Indices Based on IRT and LRT |

| Abstract: | Characterisation of target language proficiency in terms of ability descriptors, such as CEFR, has called for explicating grammatical underpinnings required of a learner at a particular stage. One approach to this task is to extract, from learner corpora, grammatical features unique to each of the proficiency levels (Hawkins & Filipovic, 2012). As an attempt to contribute to the literature from a different perspective, the authors have employed Latent Rank Theory (LRT) (Shojima, 2008) to identify developmental stages based on the learners’ performance in various tests, and have characterised each stage based on the test item specifications. In order to validate this approach, it should be proved that test items are correctly aligned in the order of difficulties. Following their previous study with polytomous data (Yamakawa & Sugino, 2015), this study compares test item difficulties obtained by Item Response Theory (IRT) and those estimated by LRT, based on binary data from different tests administered to approximately 1,300 Japanese EFL learners. The scales are equated using the common-examinee design so that the items from different tests can be compared on a single scale. Following the report of the findings, advantages of utilising LRT in SLA research will be discussed. |

| Biodata: | Sugino Naoki is a professor teaching English for General Academic Purposes at the College of Information Science and Engineering, Ritsumeikan University, Japan. His recent research has focused on acquisition of English verbs, visualisation of lexical knowledge, characterisation of learners' target language proficiency, and EGAP/ESP curriculum development for Japanese EFL learners. |

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| 2. Kenichi Yamakawa  kymakaw@yasuda-u.ac.jp Yasuda Women's University, Japan |
Sugiyama, Akiko

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1. Hitoshi Horiuchi
2. Atsuko Sajiki

Title: Impact of the Action Research Experience on Novice Language Teachers

Abstract: The purpose of this study is to investigate how the novice teachers’ experiences of conducting action research in a teacher education program affect their teaching in their individual classroom context and their ability for self-development. The M.A. Japanese language teacher education program at the institution, where the authors of this paper teach, requires students to conduct action research while they are engaged in a three-semester long teaching practicum. This requirement aims to equip students with, not only teaching skills, but also the abilities and attitudes necessary to continue growing professionally throughout their careers. We conducted in-depth interviews with the four graduates of the program, who have been engaged in Japanese language teaching either in Japan or abroad. The analysis of the data indicates that their action research experience still has an impact on their daily teaching. Even in an informal manner, all of them continue to reflect on their everyday teaching and think about ways to improve it. We have found that the skill and attitude to conduct action research, once acquired, can remain in the teachers’ belief system and continue to be a powerful tool for their professional development.

Biodata: Akiko Sugiyama is a professor in the Graduate Program, Global Communication and Language Practices at Akita International University, Japan. She teaches courses related to Japanese language pedagogy, second language acquisition and the teaching practicum. Her research interests include language teacher development, especially through action research.

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Suppasetsee, Suksan

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1. Jirayu Kongsuebchart

Title: A Weblog-based Electronic Portfolio for Improving English Writing Skills of Thai EFL Undergraduate Students

Abstract: Among English skills taught in Thailand, writing is viewed to be the least emphasized and most disregarded of all skills. Previous research studies show that Thai EFL students meet several difficulties in writing. Most Thai EFL students rarely have the chance to write in English both inside and outside the classroom. This concern led to the design of present study. This study was conducted to investigate the implementation of Weblog-based E-portfolio for improving English writing skills and the satisfaction toward learning of 45 Thai undergraduate students who enrolled in the English IV course at Suranaree University of Technology in Trimester 1/2016. Prior to the experiment, the participants were assessed for their writing skills by means of a pre-test. Then, a post-test was given to the participants after they had studied writing by using the Weblog-based E-portfolio. Furthermore, the participants expressed their opinions by means of reflective journal, and questionnaire about the improvements in their writing skills through the use of the Weblog-based E-portfolio. The data obtained were analyzed. The results highlighted that the students’ English writing skills were improved by the implementation of Weblog-based E-portfolio and the student had a positive opinions toward Weblog-based E-portfolio.
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<th>Biodata:</th>
<th>Dr. Suksan Suppasetreee is currently a lecturer at Suranaree University of Technology in Thailand. His research interests include technology in language teaching and learning.</th>
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<td>1. Mr. Jirayu Kongsuebchart is a M.A. student in English Language Studies at Suranaree University of Technology. He is interested in teaching writing with technology.</td>
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<td>1. Channy Roth</td>
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<td>Title: The Flipped Classroom: Can it Enhance English Listening Comprehension to Pre-University Students in Cambodia?</td>
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<td>Abstract: This study focuses on the effects of flipped classroom to EFL learners’ listening comprehension. It aimed to examine the effectiveness of the flipped classroom in enhancing Cambodian pre-university students’ English listening skills and to explore the students' opinions on the flipped classroom to enhance English listening comprehension. Thirty students who are studying in Intensive English for Academic Purposes (IEAP) program at Paññasastra University of Cambodia (PUC) in 2016 in Phnom Penh, the capital city of Cambodia are selected for the 4-week-experiment. In the present study, both quantitative and qualitative methods are used for analyzing data. This study can be beneficial to teachers and students, as a reference for to English learning program in PUC to integrate flipped classroom with current teaching method. The results of this study could also be a great help in guiding teaching of listening in English to EFL teachers and better the listening proficiency of non-English majors EFL students.</td>
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<td>Biodata: Dr. Suksan Suppasetreee is currently a lecturer at Suranaree University of Technology in Thailand. His research interests include technology in language teaching and learning.</td>
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### Suthiwan, Titima

**Email:** jj.jubjang@gmail.com  
**Title:** Gamification in Thai Language Teaching at NUS  
**Abstract:** Technology has always been employed in Thai language teaching to enhance students’ competency and are not compulsory. The general feedbacks received are positive but not all of the students made the best use of them. To increase their participation, new online activities that are more user friendly and more stimulating will be used in Thai 1 in Sem 1, AY2016/17. These activities will also be used as an enhancement and not compulsory. Throughout the semester, a survey will be conducted to find out if the participation rate is higher than in the previous semester, and if the students’ performance in the areas covered by the tool is better. This is a pilot research to give a basis of how a more extensive development in gamification should be conducted for Thai language teaching, if this proves to be significantly beneficial to the students’ language acquisition. Students’ subscription to these online activities will also shed light to the promotion of independent learning among the students. It is expected that the more stimulating activities with an easy access through computer and smart phone will draw and maintain students’ attention and subscription throughout the semester, as well as enhancing their competency.  

**Biodata:** Dr Titima Suthiwan (BA Honours in Thai from Chulalongkorn and PhD in Linguistics from University of Hawai‘i) has an extensive experience in curriculum and material development and teaching Thai as a Foreign Language, having authored several textbooks for Thai language teaching. She is also a published poet and translator.

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### Suwarno, Peter

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**Title:** Indonesian Learners’ Pragmatic and Non-grammatical Errors: Bridging the Gap between Learner’s Talk and Native Speakers’ Talk  
**Abstract:** Non-native Indonesian learners coming to Indonesia frequently realize that their Indonesian is more formal and less intimate compared to that of the native speakers. This is partly due to the Indonesian instruction in institutions, at home and abroad, that tend to avoid teaching colloquial Indonesian. In-country students usually end up learning informal Indonesian, which is necessary for their pragmatic competence, outside of class. This paper will discuss the importance of pragmatic competence in Indonesian language learning, which inevitably involves the teaching of various speeches commonly used in natural daily interactions. Based on interviews with learners and instructors, observations of teaching-learning activities as well as recording of learners’ interactions, in several Indonesian abroad programs, this paper will describe the challenges of developing pragmatic competence based on examples of learners’ inappropriate use of the target language in different situations for varieties of purposes as well as on other learners’ non-grammatical errors. In addition, this paper will suggest ways of equipping the learners with pragmatic skills by demonstrating the utility of colloquial Indonesian which has its systems and rules that can be learned together with formal Indonesian.  

**Biodata:** Peter Suwarno is an associate professor and associate director of undergraduate studies at the School of International Letters and Cultures, Arizona State University. His teaching and research interests include Indonesian languages & linguistics and Indonesian religious communication and conflicts. He authored *Dictionary of Javanese Proverbs and Idiomatic Expressions*.  

---
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1. Daniel Chan

**Title:** Pluricultural Competence of Asian Language Students in France

**Abstract:** Thanks to globalisation, language learners can easily come into contact with peoples of target cultures through the internet, student/professional mobility, low-cost travel, and so on. However, a high frequency contact with other people does not necessarily lead to successful communication with other people of those cultures. According to Coste, Moore and Zarate (1997; 2009), the specific nature of the concept of pluricultural competence is a function of at least the three following aspects: - its inclusion in a particular family or occupation path (...) - a hight degree of familiarity with otherness (...) - a relationship with the educational establishment (...) We will examine pluricultural competence in French-speaking students learning an Asian language and culture (Japanese, Korean, Chinese) in a French university, and seek to understand the following factors at play in the development of pluricultural competence : (1) number of years of language/culture study; (2) experience of international mobility; (3) family and personal trajectories. By referring to the components of pluricultural competence cited above : "savoir", "savoir-être", "savoir-faire" and "savoir-apprendre", we analyise information gathered through questionnaires and semi-directive individual interviews with students. As a follow-up we intend to do a comparative study with Asian students learning French in Singapore.

**Biodata:** Elli Suzuki is Associate Professor at Université Bordeaux Montaigne and senior lecturer at Inalco. Her research interests include the teaching and learning of culture in foreign language education, the didactics of plurilingualism, language policies, the affective dimension of teacher-students relations, student's cultural representations with respect to mobility, and Language portraits of plurilingual persons.

1. Daniel Chan  daniel.chan@nus.edu.sg  National University of Singapore

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Szirmai, Monika

**Email:** szirmaimonika@gmail.com

**Title:** Moodle: The Ubiquitous Teacher

**Abstract:** According to the rules set by the Japanese Ministry of Education, Culture, Sports, Science and Technology, students have to study for 45 hours to earn one credit, and 90 hours to get two credits for a course. As classes usually meet 15 times, once a week, for 90 minutes, this means that students are expected to spend at least 90 minutes studying on their own outside of class to get one credit. However, in a traditional teaching situation, it is impossible to check how much time students really spend on their studies outside class. If students are not required to hand in their homework, even checking homework can practically be impossible in big classes. Moodle has been the solution to this problem in my case. This presentation will show what kind of tools Moodle provides the teacher with in order to control, supervise, facilitate, and evaluate students’ studying outside of class. Even with relatively unmotivated students, Moodle can be used to manage weekly assignments with clear deadlines that make it possible for them to study on a regular basis at the desired pace. In addition, Moodle can be set in ways that will guide the students in developing more effective learning habits.

**Biodata:** Monika Szirmai is Professor at Hiroshima International University, Japan, where she has been teaching since 1998. After finishing her Ph.D., she published the first book on corpus linguistics in Hungarian. Her many research interests include plurilingualism, humour, translation, CALL, and language teaching methodology.
Takahashi, Wataru

Email: wataru.takahashi@hotmail.co.jp

Title: Out-of-class Extensive Reading in Japanese as a Second Language: Enhancing Learner Autonomy beyond the Classroom

Abstract: As extensive reading (ER) gains popularity in Japanese language teaching, three types of ER have been identified, namely, classroom-based ER (instigated by the teacher), out-of-class ER (optionally organized by the teacher/facilitator out of class), and autonomous out-of-class ER (instigated by the learner). Although ER encourages learners to read in the L2 extensively in and out of class, it is unknown whether engagement in out-of-class ER leads learners to become more autonomous in ER. The authors implemented out-of-class Japanese ER sessions for international students at a Japanese university. A group of around ten students gathered voluntarily for the weekly sessions led by a facilitator and using selected books. At the end of eight months, six of the participants who were then leaving the sessions were interviewed. Then, seven months later, four were interviewed again on whether they had continued out-of-class ER autonomously on their own. Based on the analysis, we discuss whether out-of-class ER may serve as a step towards autonomous ER and if so what aspects of it may contribute to the process. Pedagogical implications, including suggestions for enhancing learner autonomy beyond the classroom are discussed as well as issues for future research.

Biodata: Wataru Takahashi is a Ph.D. student at the Tokyo University of Foreign Studies, focusing on Extensive Reading (ER) in Japanese. He has been conducting ER sessions since 2010. His current research seeks to explore enhancing learner autonomy through out-of-class ER sessions.

Thai, Bao

Email: thaiduybao@gmail.com

Title: The Roles of Heritage Students in Mixed Less Commonly Taught Language Classes and Stakeholders’ Views: The Case of the Vietnamese Language Programs at the ANU

Abstract: Heritage students—those who are to some degree bilingual in English and their own heritage language (Valdés, 2000, Fishman, 2001, Carreira, 2003, Fairclough, 2005) often represent a significant portion in mixed language classes. In recent years, the growing presence of heritage students has been evident in the Vietnamese language programs at the ANU, which makes the teaching no longer a “traditional” foreign language one. Whilst the presence of these heritage students might be intimidating to some non-heritage ones there are collaborative opportunities that students of various linguistic backgrounds could benefit from sharing a class with these heritage students, in view of their insights into the target culture, authentic target language usage and their roles as “models” of both cultural informants and successful language learners. However, this does not mean that there is nothing the heritage students could learn with and from non-native students. This qualitative study will analyse the data collected through a questionnaire, interviews and non-participant observations on the beliefs and perceptions about the roles of both heritage, non-heritage students and the lecturer(s) in mixed Vietnamese language classes at the ANU, thus providing implications for better accommodating and managing of the students’ needs in their language development courses.

Biodata: Dr. Bao Thai is a senior lecturer and convener of the Vietnamese Programs of School of Culture, History and Language, College of Asia and the Pacific, The ANU. His current research areas are
language change, issues of identities, language testing, MALL and heritage language acquisition.

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teaching and learning, and teacher education in TESOL.

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<td><strong>Email:</strong> <a href="mailto:catung22@gmail.com">catung22@gmail.com</a></td>
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<tr>
<td><strong>Title:</strong> Exploring EFL Writers’ Learner Autonomy Development in Taiwan through the Lens of Complexity Theory: A Case Study</td>
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<td><strong>Abstract:</strong> To gain insights into the complexity and dynamics of how L2 learners develop learner autonomy (LA), this study explored what salient components are involved and how these components interact to affect LA development with the framework of complexity theory. This case study investigated the learner’s three attractor states which appeared to denote the learner’s trajectory of LA. Three semi-structured interview transcripts, teaching logs, the learner’s language learning history, written products and weekly reflective journals were collected. A constructive grounded theory approach was adopted and MAXQDA (version 11) was used for data analysis. It was found that the learner’s LA development delineated a rising trajectory with six major components directly and indirectly interacting with one another and exerting different levels of impact on the learner’s dynamic system of LA. Among the six, learning attitudes was found the most active and dynamic component in the system. Finally, collectivist and individualistic values were found at the interplay in the learning context and in the learner herself, and these values seemed to be in convergence. These findings provided a complex perspective in understanding LA development in an EFL learner in Taiwan. Some pedagogical implications were also presented.</td>
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<td><strong>Biodata:</strong> Chi-an Tung is a lecturer at the Foreign Language Center of Feng Chia University, Taiwan. She is also a PhD candidate of the TESOL program at National Changhua University of Education, Taiwan. Her current research interests include L2 learner autonomy, L2 motivation, and EFL writing.</td>
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<tr>
<td><strong>Title:</strong> One Sentence (Hitokoto) Speech</td>
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<td><strong>Abstract:</strong> Inspired by Kawaguchi’s (2012) “Speech of the quiz champion” activity, “One sentence (Hitokoto) speech” was developed to elicit meaningful Japanese conversations among upper elementary students of Japanese in a classroom. Making a speech in just “One sentence” has advantages: 1) Students require a short period of time to prepare. 2) A teacher can check through the speech script quickly. 3) Listeners have various questions to ask. Asking questions spontaneously was not an easy task at first for majority of the students. However, with motivation to know more about their classmate, students tried their best to utilize whatever they have learned previously to carry out a meaningful conversation in Japanese. The routine activity was repeated once a week throughout a semester. At the end of the semester, most of the students felt that their ability to ask questions had improved. Contributing factors for the improvement are discussed in this paper through students’ surveys and a recording from a classroom video.</td>
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<td><strong>Biodata:</strong> Tomoko Utsumi has been working as a part time instructor at National University of Singapore since 1997. She is one of the three founders of Japanese Language and Cultural Heritage School in Singapore.</td>
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Walker, Izumi

**Email:** clsiw@nus.edu.sg  
**Title:** Exploring Scaffolding for Better Collaborative Learning – Study through a Company Visit Project  
**Abstract:** A number of positive effects from collaborative learning are widely accepted in the field of second/foreign language education. Successful collaborative learning beyond the classroom can be especially beneficial for foreign language learners whose class hours and access to the target language is limited. However, the effectiveness of collaborative learning can differ depending on various factors. Some learners can outperform more through collaborative learning while being a part of an ineffective or dysfunctional team can lead to frustration, resentment and unsatisfactory result. What are the key factors that cause such differences? What are the characteristics of effective collaborative learning? How can language teachers better scaffold their collaborative work? Drawing on data sources from a survey, follow up interviews and observational field notes, this study presents the findings from critical reflection on the Company Visit Project conducted in the Business Japanese language course in a university in Singapore. Based on the findings, the study explores the pedagogical considerations for better collaborative work for a project-based learning.

**Biodata:** Izumi Walker is currently Assistant Director and the Convenor of the Japanese Language Programme at the Centre for Language Studies, National University of Singapore. Her current research interests are Business Japanese education, pedagogy for Taigu Communication and project-based learning.

Wang, Jingxiu

**Email:** xm3916808@qq.com  
**Title:** Flipping the College English Test 6 (cet6) Writing Class in the Era of Big Data  
**Abstract:** The era of Big Data has changed the traditional teacher-centered pedagogy. Micro-lecture is a new teaching and learning form in a flipped class. Teachers record the lecture videos in advance and students watch the videos before the class. In class, teachers function as a facilitator to guide some student-centered discussion. However, class size, curriculum, students’ cooperation and teachers’ preparation are some barriers to implement the popular teaching method. Fortunately, as a Teaching Assistant, I had a chance of designing my optional class CET 6 Writing class with 30 sophomores of similar English level (according to their CET 4 scores), so the “flipped class” methodology is used in the class with the help of digital devices Youku and Baidu Cloud. Students are separated into two groups randomly. The control group get the traditional lecture while test group adopts flipped class methodology. After 8 weeks (the end of June), students will be tested again to get the data and interview will be adopted for qualitative analysis. The paper consists of 3 parts: the theoretical and teaching background; the adoption of flipped class in CET 6 Writing; problems and further suggestions. Key words: Flipped classr, CET 6 Writing Class, Teaching Method

**Biodata:** Wang Jingxiu, a postgraduate student from School of Foreign Languages of Northwestern Polytechnical University, Xi'an, Shaanxi Province, China. Her research fields are sociolinguistics and corpus linguistics.
### CLaSIC 2016 Conference Handbook

**Watcharakaweesilp, Wassamill**

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<tr>
<td><strong>Title:</strong></td>
<td>Fostering the L3 Competence through the Previously Acquired Knowledge of L2: A Pilot Study of German and English Language in the Thai context</td>
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<td><strong>Abstract:</strong></td>
<td>This pilot study aims to present the notion: How can German (L3) be taught when compared with English (L2) in the Thai context? In this regard, the following aspects should be considered: 1) What do German teachers have to take into account when teaching German based on the language perspectives of English? ; 2) What kind of effective Teaching Materials and Tasks can be employed based on the efficient language teaching performance? ; 3) What practical recommendations can be provided to FL teachers concerning effective language pedagogy? The research participants were German Majors in the last academic year at the Faculty of Humanities and Social Sciences, Khon Kaen University in Thailand. The findings in terms of quantitative data reveal that most students strongly agree to study German based on the English language perspectives. The statistical analysis also indicates that most students agree that both English and German should compensate one another in terms of Language and Communication Skills for their successful job application.</td>
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<td><strong>Biodata:</strong></td>
<td>Wassamill received his Bachelor of Arts in German from Chiang Mai University. He obtained a Master’s Degree in German as a Foreign Language at Ramkhamhaeng University parallel with his M.A. in Language and Communication at NIDA, Bangkok Thailand. At present, he is an Assistant Professor at Khon Kaen University, Thailand.</td>
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**Wee, Lian-Hee**

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<td>1. Ronnie Shroff</td>
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<td>2. Christopher Keyes</td>
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<td><strong>Title:</strong></td>
<td>Gamified Pedagogy: Examining how a Phonetics App Coupled with Effective Pedagogy can Support Learning</td>
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<td><strong>Abstract:</strong></td>
<td>Research has demonstrated that educational game-based apps may provide an approach to instruction in education that allows for greater learning outcomes. The first part of this paper will delve into the components of gaming, including the application of gamification to education and the methods by which game components such as scores and rewards are used to engage students. The second part will focus on existing research on gaming pedagogy by applying the Heuristic Evaluation of Game Approachability Principles to the gaming element of a phonetics app developed by the Resource Centre for Ubiquitous Learning and Integrated Pedagogy at Hong Kong Baptist University. The gamified pedagogical element of the app is designed to offer levels of challenge that motivates the player by making learning more exciting and rewarding. Moreover, the need to capture and maintain the player’s attention through visual experiences and audio designs is also an important element in the design of this app. When students are engaged in a game-based app of this nature, they are not only reinforcing their cognitive skills, but they are also constantly drawing connections between text, images and sounds, thereby allowing students to learn and practice basic skills in order to master advanced tasks.</td>
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<td><strong>Biodata:</strong></td>
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<td>Dr. Ronnie H. Shroff is the Assistant Director of the Resource Centre for Ubiquitous Learning &amp; Integrated Pedagogy (ULIP) at Hong Kong Baptist University. His professional interests include the use of mobile technologies to support social constructivist learning, affective learning, collaborative learning, and outcomes-based teaching and learning environments</td>
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## Wilson, John W.

**Email:** teacherenglish1jwilson@gmail.com  
**Title:** Using Ted.com to Integrate Global Issues and Cooperative Learning into EFL University Classrooms  
**Abstract:** Today’s youth share a connectivity that has been unparalleled in human history. Globalization, innovation and the emergence of English as the global lingua franca have served to forge borderless interactions and friendships. At the same time, humanity continues to suffer from worldwide problems such as climate change, poverty, and pollution, leading to an uncertain future. Our burgeoning global community and interconnectivity, however, present an opportunity for dynamic understanding of these issues and provide a chance to collectively seek solutions for them. Thus, more English language instructors are seeking out and discovering new methods to integrate global issues and cooperative learning into their curricula (Johnson & Johnson, 2003; Wilson, Graham, & Lavigne, 2016). How? In recent years, TED.com has been creating authentic videos by progressive leaders that help increase awareness of these issues while also improving the English language skills of university students. Using TED.com as a medium, the presenters will share materials and templates, lists of appropriate TED talks, screen shots, and short video clips for teachers on how to use these resources and introduce global issues into classrooms. Participants will leave with tools to assist students in becoming more globally minded citizens.

**Biodata:** John W. Wilson has taught ESL in Intensive English Programs for eleven years at universities in Japan. His research interests include task-based language teaching, language learning motivation and ESL writing assessment. In his free time, he studies as a doctoral student at the University of Exeter in the UK.

## Wu, Weiping

**Email:** wwpclc@cuhk.edu.hk  
**Title:** PRINCH: A Case Study of Learning beyond the Classroom  
**Abstract:** “PRINCH”* is one of the new initiatives in the CSL learning process guided by the pragmatic approach, with focus on the ability of the learner to use language in real-life contexts, rather than on knowledge transmission from teacher to students. This paper explores the theoretical issues behind the design of such a course as part of the approach, discusses the pros and cons as observed in conducting this course over the years, and provides revelations for language learning beyond the classroom. Unique features of the PRINCH are discussed in this paper from theoretical, practical and pedagogical perspectives, including  
- Total immersion in real life with native speakers in small groups;  
- A thematic approach leading to in-depth study of selected topics closely related to Chinese culture and society;  
- Credit-bearing to meet the needs of students, with carefully designed tasks to improve their ability in spoken Chinese;  
- Authentic materials from real life for learning purposes;  
- Numerous opportunities to practice in contexts what has been learned;  
- Individual attention from group leader and head teacher, with timely feedback on the strong and weak points of each student;  
- Site-visit of places related to the designated theme (e.g. visit to People’s Daily for “media and
government”). In contrast to classroom teaching, learning activities beyond the classroom as demonstrated by PRINCH are found to be more effective, leading to a better understanding of culturally appropriate use of the language (as opposed to linguistically correct) and providing more motivation for active participation of learners.

**Biodata:**

Professor Wu, current Director of CLC at CUHK, obtained his Ph.D. from Georgetown University and has taught in the US, China and Hong Kong. He is the founding president of the “CSL Teaching and Research Society” (CSLTARS) and served as a keynote speaker on many occasions, including CLaSIC 2006.

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**Xiao, Linglan**

**Email:** linglan.xiao@hotmail.com

**Title:** Investigating Transferability of Interactional Competence: A Case Study of EFL Students at a Chinese University

**Abstract:** The purpose of this current study is an attempt to investigate the transferability of EFL students’ interactional competence (IC). Using conversation analysis, the researcher respectively examines and then compares how students employ turn-taking, repair and alignment strategies in their L1 and L2 topical discussions to co-construct meanings and develop “confluence”. The results of this study are expected to shed a new light on the particular question of whether, and if so how, the students who are already interactionally competent in their L1 can use transfer from their L1 to help with their L2 interaction. The students involved in the research are non-English majors with different level of English proficiency at a Chinese University. So, this study also seeks to explore correlation between transfer of interactional competence and proficiency level. More specifically, the researcher intends to find out whether or not the transferability will be influenced by the proficiency-level variables. In so doing, the study aims to help EFL teachers to understand better why, compared with the spoken English competence demonstrated in independent speaking tasks, the competence exhibited by students seems lower when they are trying to collaboratively construct substantive L2 topical talk in a Chinese university context.

**Biodata:** 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.
Yamada, Etsuko

**Email:** yamada_etsuko@hotmail.com

**Title:** Language Ownership in Multicultural Classrooms

**Abstract:** This study explores how the positions and awareness of native/non-native speaker influence on the interaction and power balance among multicultural students. The empirical study was conducted in a course in a Japanese university. Students were divided into groups composed of two Japanese students and a couple of international students. Each group tackled on a survey project. The medium of instruction of this course is Japanese and all the international students possess intermediate to advanced level oral proficiency in Japanese (CEFR B2 to C1 levels). Data such as reflection notes by the students collected after every lesson and the evidence of interaction, frustration and conflict, etc. assumed to be related with the positions of native/non-native speaker appeared were analyzed. Follow-up interviews were also conducted. In English language teaching field (ELT), the question of ‘ownership of English’ in the contemporary world where there are more non-native than native speakers (Crystal, 2006) is often discussed and cannot be decided on linguistic ground. However, it is inferred from this study that the contrastive positions of native/non-native speakers appeared more distinctly reflecting on the position of Japanese language. An indication is that careful approach needs to be considered for the equal participation in multicultural classrooms.

**Biodata:** Etsuko Yamada is an Associate Professor at Research Faculty of Media and Communication, Hokkaido University in Japan. Her research interests lie in language education and the relationship between Intercultural Communicative Competence and the ‘critical’ theories such as Critical Pedagogy and Critical Thinking, etc.

Yamakawa, Kenichi

**Email:** kyamakaw@yasuda-u.ac.jp

**Title:** A Preliminary Study of the Impact of a Five-month Study Abroad Program: An Integration of Quantitative and Qualitative Approaches

**Abstract:** Existing research and individual personal experiences clearly show that a study abroad experience has a tremendous impact on learners’ target language proficiency and personal growth. On the other hand, more research will be required to gain a better understanding of the “process” of learners’ internal changes during a study abroad program. The present study focuses on a five-month study abroad program for English majors at a women’s university in Japan. A total of more than 100 participants studied at two universities in California, USA, in the same period and were required digitally to write monthly group reports and answer monthly questionnaires. In order to avoid compiling a subjective collection of learners’ monologues or presenting a mere overall tendency that masks individual learners’ variation, the data were analyzed both quantitatively and qualitatively. Integrating the two research methodologies is crucial in illustrating learners’ changing perspectives of learning English and adjusting to American culture. In the presentation, learners’ changing processes during a study abroad program will be reported by making comparisons of the data obtained at the two campuses and at different times, along with some illustrative individual cases.

**Biodata:** Yamakawa Kenichi is an associate professor in the Faculty of Letters, Yasuda Women's University, Japan. His research interests include the acquisition of English verbs and passive constructions by Japanese EFL learners. Currently he focuses on the evaluation of the effectiveness of study abroad experience.
### Yamamoto, Junko

**Email:** juny@duck.niigataum.ac.jp

1. Hiromasa Ohba

**Title:** ICT-based Educational Intervention to Raise Motivation of Japanese EFL University Students

**Abstract:** This study investigates the change of motivation of Japanese university students who engage in ICT (Information and Communication Technology) based active learning. As an increasing number of students have network connections at school and at home, it has become possible for teachers to engage students in ubiquitous English language learning using the Internet. First, we created an environment conducive to the learning process using "Google Classroom", where students were constantly engaged in group work projects and student-driven discussions. The process was as follows: (1) A classroom was divided into several groups and each group decided a theme to discuss. (2) Each group of students conducted research to learn facts and English vocabulary necessary for presentation and discussion. (3) Chinese students of our sister school were invited to our Google Classroom to join the discussion. By offering a dynamic learning situation like this, and by encouraging learners to learn actively both in and out of classroom, it was expected that the motivation of this class would get higher than that of the control group. The results of the questionnaires are discussed in terms of the Self-Determination Theory (STD) of motivation.

**Biodata:** Junko Yamamoto currently teaches at the Faculty of Management and Information Science, Niigata University of Management, Japan. Her main interests are EFL education in the primary school, and university classroom investigation into the relationship between educational intervention and motivation.

### Yang, Di

**Email:** didi089322@gmail.com

1. Nattaya Puakpong

**Title:** Effects of Project-based Learning on Speaking Abilities of Non-English Major Chinese Students

**Abstract:** Non-English major Chinese students have serious problems with speaking English since they are in the teacher-centered class and fail to have opportunities to use English. In the present study, project-based learning (PBL) as the student-centered, instructional approach was integrated into the English classroom in the Chinese context. The study investigated the effect of PBL on non-English major students’ speaking ability, and students’ opinions on PBL in Kaili University. Eighty students participated in this study. The data of the present study were collected via the speaking pre-posttest, the questionnaire and the semi-structured interview. The quantitative data was analyzed by t-test and descriptive statistics. The qualitative data was analyzed by the analysis method adapted from O’Connor, & Gibson (2003). The results revealed that PBL had positive effects on non-English major students’ speaking ability and students’ opinions. Moreover, other unexpected outcomes were reported positively, for instance, the development of technology skills. In conclusion, the findings of the current study may benefit colleges and universities which have problems in instructing English speaking skill in China. Additionally, the findings of the present study may provide valuable information for the researchers who are interested in cooperating PBL into their teaching.

**Biodata:** BA (2007) Guiyang Medical University, Guizhou, China; MA (2013) Suranaree University of Technology, Nakhron Ratchasima, Thailand.

1. Puakpong Nattaya nattaya@sut.ac.th
Email: muzzmml@gmail.com

Title: Blended Learning for Teaching Arabic in Singapore - Listemaa3.com as an Example

Abstract: This presentation focuses on how incorporating blended learning in teaching Arabic in Singapore served as a solution to challenges faced by an Arabic language teacher who has taught in several centres and academies in Singapore. The rationale for using blended learning as a solution, a brief overview of the effort involved and the knowledge required to set up a website - www.listemaa3.com - is covered as an introduction to the presentation. The presentation will then cover the additional benefits that blended learning provided for students and the teacher, the various teaching/learning aspects found on listemaa3.com (lessons, quizzes, personalized feedback, asynchronous discussions, gamification of activities, self-creation of knowledge) and how a group of 10 students rated the website according to a survey conducted by the teacher. The paper ends with a mention of several lessons that practitioners can take away from the creation of listemaa3.com and how the introduction of such methods has and will continue to impact the teaching of Arabic in Singapore based on what the presenter has observed and experienced.

Biodata: Muzzammil Yassin is a teacher & practitioner in the field of Teaching Arabic as a Foreign Language (TAFL). He has taught Arabic at the Arabic Language Institute (ALI) in the American University in Cairo and in language centres and institutions in Singapore. He is currently teaching at Centre for Language Studies since September 2016.
Yokota, Hideki

**Email:** h-yoko@suac.ac.jp

1. Takako Kondo
2. Tomohiko Shirahata
3. Koji Suda

**Title:** The Acquisition and Teaching of English Aspects in Achievement Verbs by Japanese Learners of English

**Abstract:** This study investigates how Japanese learners of English (JLEs) acquire English aspects in achievement verbs and proposes the importance of teaching these verbs to JLEs concerning the aspectual differences between English and Japanese. Verbs such as “arrive” are called achievement verbs. These verbs share the same [+dynamic], [+telic], [+punctual] semantic features. English and Japanese also have imperfect aspects: be+ing and V-te-i-ru respectively. However, when achievement verbs in English and Japanese become “be+ing” forms, they behave differently from each other. The English “be+ing” forms have [+dynamic], [+telic], [-punctual], while those in Japanese have [-dynamic], [-telic], [-punctual]. Because of these differences, JLEs have difficulty understanding the aspectual interpretation of English achievement verbs with “be+ing” (e.g., Gabriele, 2005). If so, is every achievement verb equally difficult for JLEs? We tested 20 English verbs including five achievement verbs in a grammaticality judgement task. The participants were asked to judge the grammaticality of a verb form, and when they chose “Wrong,” they had to write correct expressions for them. We have found great differences in percentages of correct responses among the achievement verbs. In our presentation, we will discuss why these differences occurred and how we can make use of the results in English language classes.

**Biodata:**

Hideki Yokota is a professor at Faculty of Cultural Policy and Management, Shizuoka University of Art and Culture, Japan. He earned his Ph.D. in Linguistics from the University of Essex. His research interests focus on UG-based SLA and Grammar instruction.

1. Takako Kondo (tkondo@u-shizuoka-ken.ac.jp) has been an assistant professor at the School of International Relations, University of Shizuoka, Japan since 2006. She gained her MA and Ph.D. in Applied Linguistics from the University of Essex, UK. Her research interests include second language acquisition and English education.

2. Tomohiko Shirahata (ektsira@ipc.shizuoka.ac.jp) is a professor of linguistics at Faculty of Education, Shizuoka University, Japan. He specializes in second language acquisition based on the linguistic theory and is also interested in teaching English as a foreign language. He received his Ph.D. from Osaka University, Japan.

3. Koji Suda suda@u-shizuoka-ken.ac.jp University of Shizuoka
### CLaSIC2016 Abstracts (posters)

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| **Co-author(s):** | 1. Fraser Simon  
2. Koga Yuya  
3. Shojima Kojiro  
4. Sugino Naoki |
| **Title:** | An Investigation into how Learning Strategies Affect the Mental Lexicon of L2 Learners |
| **Abstract:** | In the process of vocabulary acquisition in a second language, learners presumably try to weave new lexical items into their existing mental lexicon. This process involves psychological and cognitive processing, which differs from one learner to another, and has been difficult to observe. In our previous research, we have been applying recent developments in statistics and graph theory, namely, AMISESCAL (Asymmetric von Mises Scaling; Shojima, 2011, 2012), and Gephi (Bastian et al., 2009) in order to explicate and visualize the network properties of the mental lexicon. So far, we have obtained promising results that enable us to depict learners’ developing mental lexicon. These models indicate that relationships among lexical items in the mental lexicon are directional/asymmetric in nature, and the structure of learners’ lexical networks differs greatly from that of native speakers; differences among learners were also significant. As a more detailed investigation into L2 lexical networks, this study focuses on how language learning strategies affect restructuring of learners’ mental lexicon. The interplay is examined between strategies employed by the learners and changes in the visualized network representations. Educational implications are discussed from the perspective of helping learners become more independent in acquiring vocabulary. |
| **Biodata:** | Noriko Aotani is a psycholinguist and a professor at the Faculty of Education, Tokai Gakuen University, Japan. Her research interest is how lexical relations expand in our mental lexicon. She is most excited when thinking how learning different languages can enhance the learner’s view of the world. |

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### Asai, Atsushi

**Email:** a9asai@hotmail.com  
**Title:** An Appearance of a Mental Lexicon and Phonological Properties in Concatenation-Induced Obstruent Voicing  
**Abstract:** The present study attempts to draw a scheme of vocabulary learning with respect to concatenation-induced obstruent voicing in contemporary Japanese. In a judgment test, 198 participants answered whether or not voiceless obstruents at the onset of the final morpheme of nominal compounds would be voiced. As a result, first, the degrees of voicing, called rendaku phenomena, in the temporary concatenated compounds comprising existent morphemes corresponded to those in the existent words. Second, the degrees of voicing in the compounds with pseudo-morphemes did not agree with those in the temporary concatenated compounds. Such dependencies both on morphemes and on existence indicate that those reading patterns had been learned and thus were internalized in the speakers’ vocabulary. Third, intervocalic voicing and post-nasal voicing applied differently to the different consonants in the morpheme onset position; for instance, /h/ receives a significantly high degree of post-nasal voicing. Analyses show that those two modes of voicing involve different phonological mechanisms. As a result of this study, educators will now know about how phonology works in the voicing at the morpheme compounding and how readings are extracted from the L1 speakers’ mental lexicon.  
**Biodata:** Atsushi Asai teaches language processing and language cognition as Associate Professor at Daido University, Nagoya, Japan. He is certified in Teaching English as a Foreign Language and Teaching Japanese as a Foreign Language. His research interest includes phonology.

### Mynard, Jo

**Email:** jomynard@gmail.com  
**Co-author(s):** 1. David McLoughlin  
**Title:** Sustaining Motivation: Self-Directed Learners’ Stories  
**Abstract:** As part of a four-year longitudinal study, the researchers present stories from six learners of English at a university in Japan. In their first year at the university, the participants were enrolled in two voluntary self-directed learning modules offered by the self-access centre. The modules introduced the students to resources and strategies for learning and gave them the opportunity to create and implement a plan of independent study in the language area of their choice. Despite a busy academic and personal schedule, the learners managed to successfully complete two eight-week courses in their first year. The researchers conducted interviews each year to investigate the extent to which the learners still engaged in self-directed learning and how the learners’ motivation and awareness of how they learn has developed over time. This poster will present the voices of the six learners (now in their third year), highlighting critical moments and activities over their university career so far.  
**Biodata:** Dr. Jo Mynard is an Associate Professor and the Director of the Self-Access Learning Centre at Kanda University of International Studies in Chiba, Japan. Her areas of interest are learner autonomy, advising, self-access and motivation in language learning.

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1. David McLoughlin  
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### Reinbold, Lorraine

**Email:** lreinbold@fc.hakuoh.ac.jp  
**Title:** Motivating EFL Learners through Debate  

**Abstract:** Often Asian students are timid and may not express their true opinions in class discussions. Through debate, students change and become active participants due to the safety of not having to reveal their personal opinions and motivation is increased. Debate enables language learners of different levels to participate. Research shows that language learners improve their listening and speaking skills, presentation skills, and critical thinking opportunities. More specifically, students have fun speaking while learning to present constructive unemotional arguments, give support with examples, expert opinions, or statistics; and to rebut their arguments through reconsideration and repetition of their valid points; and to refute opponent team arguments through critical examination and explanation of their weaknesses. A teacher and student friendly methodology for debates by Harris (2006) will be introduced. Attendees will be able to take back sample student worksheets with debate schedule, examples for giving support, and judging criteria.

**Biodata:** Upon having received her MA in TESOL from Teachers College Columbia University, Lorraine Reinbold taught on television programs for NHK for two years and at universities for over 20 years. She is currently a full-time professor at Hakuoh University and lecturer at The University of Tokyo.

### Sugino, Naoki

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**Co-author(s):** 1. Noriko Aotani  
2. Simon Fraser  
3. Yuya Koga  

**Title:** Comparison of Lexical Network Potentials Based on Two Graded Readers Corpora: A Preliminary Study  

**Abstract:** Delivered digitally or in printed form, graded readers have long been a ubiquitously available source of input and of learning experience. Against this background, vigorous research has been carried out, with one objective being to show how graded readers can contribute to the growth of learners' vocabulary. In this respect, since graded readers are aligned according to vocabulary levels, one concern for both learners and instructors is when to move up a level, and empirically informed guidelines are needed to guarantee optimal vocabulary development. The present study is an attempt to contribute to the literature by comparing lexical network potentials obtained from two corpora, each with approximately 50,000 running words. One corpus is compiled from graded readers at one particular level, and the other from those at different levels. Lexical networks inherent in each of the two corpora are derived on the basis of co-occurrence patterns of words within sentences by employing association analysis and network analysis. We contend that these lexical networks can be regarded as potentials for learning, in that they are implicitly presented to the learners as they read through the graded readers. Being preliminary in nature, our discussion will concentrate on the design and methodology employed.

**Biodata:** Naoki Sugino is a professor teaching English for General Academic Purposes at the College of Information Science and Engineering, Ritsumeikan University, Japan. His recent research has focused on acquisition of English verbs, visualisation of lexical knowledge, characterisation of learners’ target language proficiency, and EGAP/ESP curriculum development for Japanese EFL learners.
### Abstract:
Recently, motivation is seen as a dynamic factor that is continuously changing over time according to situation (Dörnyei, 2001; Ushioda, 1996, 2011). New researches on language learning motivation focus on how learners’ motivation changes over a long period with qualitative methods (e.g., Shoaib & Dörnyei, 2005). On the contrary, motivation also changes in a short span of time. This presentation illustrates how the motivation of a German learner of Japanese changed during the period of eTandem (Brammerts & Little, 1996), based on qualitative multiple datasets, such as interviews after learning period, email logs, video recordings of Skype sessions, and learning logs. Lea, a German learner of Japanese, conducted an eTandem, which consisted of email exchanges and Skype sessions, with a Japanese learner of German for over five weeks. This research describes her preactional motivation and how her learning contents shifted with changes in her motivation over time. The result shows that Lea found desirable contents to talk with her partner and expressed herself in Japanese. The amount of her Japanese production increased rapidly and she gradually learned more autonomously along with increasing motivation. At the same time, positive feelings about her progress in learning Japanese increased her learning motivation.

### Biodata:
Masako Wakisaka is an assistant professor at the International Student Center, Kyushu University. She has been organizing face-to-face tandem learning and eTandem projects since 2008. For her PhD research, she explored the mechanism of learners’ motivation in eTandem. She is interested in methods that create a better language learning environment.
### Watanabe, Masatoshi

**Email:** masatoshiw80@hotmail.com  
**Co-author(s):** 1. Hiromasa Ohba  
**Title:** The Effects of Extensive Reading in the EFL Classroom on English Writing Ability Among Japanese High School Students  
**Abstract:** This study investigates what effects extensive reading in an EFL classroom have on Japanese students’ English writing ability. Fifty-minute extensive-reading classes were conducted for 12th graders once a week over a period of four months in a public secondary school in Japan. The participants read graded readers under the condition of Sustained Silent Reading (SSR). They consisted of two groups: 32 participants in Group 1 (extensive reading only) and 40 in Group 2 (extensive reading plus 5-minute essay writing on the books they read). As pre- and post-tests, they took reading comprehension tests, which consisted of CEFR A1-B2 level questions, and written essay tests on the same topics in both English and Japanese. The writing tests were evaluated on the basis of Simplified EFL Composition Profile (Ohba, 2013): content, organization, vocabulary, language use, and mechanics, as well as complexity, accuracy, and fluency. Their L1 (i.e., Japanese) influence on their English writing was also considered. The results will be discussed by comparing two different extensive-reading groups from a viewpoint of noticing and self-correction to comprehensible input and output.  
**Biodata:** Masatoshi Watanabe is a doctoral program student of the Joint Graduate School in Science of School Education, Hyogo University of Teacher Education and full-time teacher at Niigata Prefectural Naoetsu Secondary School.

1. Hiromasa Ohba  
**Email:** hohba@juen.ac.jp  
**Title:** BYOT/BYOD: The Opinions and Perceptions of Parents in Japan  
**Abstract:** This poster will investigate the present Bring Your Own Technology (BYOT) and Bring Your Own Device (BYOD) situation in Japan. The presenter will outline recent literature in relation to BYOT/BYOD use in education around the world from the kindergarten to university level, highlighting how quickly opinions and perceptions are developing. Next the presenter will outline some of the reported positive and negative aspects of BYOT/BYOD through the use of case studies around the globe. The presenter will then demonstrate that due to the abundance of mobile devices found in Japanese homes, that Japan is perfectly positioned to be a world leader in BYOT/BYOD. Further, results of a paper based study with the parents of Japanese kindergarten students will be introduced to highlight what technology could be used for language learning purposes to which the future generation of learners in Japan have access. The presenter will demonstrate what the opinions and perception of the parents are, and draw some conclusions in relation to how these opinions and perceptions may have both a positive and negative effect on the education of the child.  
**Biodata:** Jeremy White is an Associate Professor in the College of Information Science and Engineering, at Ritsumeikan University, Shiga, Japan. Jeremy has a keen interest in researching CALL, MALL, and game-based learning in the Japanese context. He has authored and co-authored several papers in these fields in recent years.

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### White, Jeremy

**Email:** jwhite@fc.ritsumei.ac.jp  
**Title:** BYOT/BYOD: The Opinions and Perceptions of Parents in Japan  
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**Biodata:** Jeremy White is an Associate Professor in the College of Information Science and Engineering, at Ritsumeikan University, Shiga, Japan. Jeremy has a keen interest in researching CALL, MALL, and game-based learning in the Japanese context. He has authored and co-authored several papers in these fields in recent years.
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<tr>
<th>Day 1</th>
<th>Auditorium</th>
<th>Global Learning</th>
<th>Seminar Room 2</th>
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<td>Welcome Address</td>
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<td>AGNES KUKULSKA-HULME</td>
<td>Mobile and Personal Learning for Newcomers to a City</td>
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<td>Dr. Sandhya Singh</td>
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<td>Dr. Omar Salawdeh</td>
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<td>Ms. Saito Yukiko</td>
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<td>Ms. Katrin Hoffmann</td>
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<td>Parallel Session A</td>
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<td>Asia-Pacific Symposium on the Teaching of Asian Languages</td>
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<td>Technology and Ubiquitous Learning</td>
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<td>IZUMI WALKER</td>
<td>EFL University Learners’ Use of Metacognitive Reading Strategies for Test Preparation and in Testing Situations</td>
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<td>SHIH HUI CHIA</td>
<td>The Other Half: Motivations for Studying English among Biracial College Students in Okinawa</td>
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<td>CRAIG JACOBSEN</td>
<td>Short-Term Overseas Immersion and the Intercultural Development of Foreign Language Students</td>
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<td>CHAN WAI MENG et al.</td>
<td>Exploring Augmented Reality for Adaptive Learning in and beyond the EFL Classroom</td>
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<td>TSENG CHIN-CHIN</td>
<td>Exploring Scaffolding for Better Collaborative Learning: Study through a Company Visit Project</td>
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<td>OHBA HIROMASA</td>
<td>Project-Based L2 Chinese Teacher Education</td>
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<td>TUNG CHI-AN et al.</td>
<td>How Effective is Peer Feedback in Improving the Speaking Ability of Japanese EFL Learners under Cooperative Learning Conditions?</td>
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<td>YANG DI et al.</td>
<td>Exploring EFL Writers’ Learner Autonomy Development in Taiwan Through the Lens of Complexity Theory</td>
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<td>PATRICIA LORENZ</td>
<td>Effects of Project-based Learning on Speaking Abilities of Non-English Major Chinese Students</td>
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<td>KIM SUN-A</td>
<td>Enhancing Korean Learning through K-Pop Songs in the Classroom: Findings from an Empirical Study</td>
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<td>SUKPSAN SUPPASETSEEREE et al.</td>
<td>A Weblog-Based Electronic Portfolio for Improving Writing Skills of Thai EFL Undergraduate Students</td>
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<td>HELENE GIRARD-VIRASOLVIT</td>
<td>Facilitating Students’ Learning Autonomy in Intercultural Knowledge and Skills in French for Beginners Modules</td>
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<td>FENTY LYDIA SIREGAR et al.</td>
<td>An Investigation of International Students’ Willingness to Communicate in Indonesian at Private University of West Java</td>
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<td>NUTTAKRITTA CHOTIPAKTANASOOK</td>
<td>Using Social Media in the EFL Classroom for the Enhancement of Low Affective Filter and Willingness to Communicate</td>
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<td>PETER FRIEDLANDER</td>
<td>Teaching Hindi with Comics</td>
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<td>Blended Learning</td>
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<td>MUZZAMMAL YASSIN</td>
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<td>12:15-13:25</td>
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<td>Day 1</td>
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<td>Parallel Session B</td>
<td>Sub-theme</td>
<td>Asia-Pacific Symposium on the Teaching of Asian</td>
<td>Curriculum and Materials Development</td>
<td>Autonomy, self-direction and motivation</td>
<td>Study abroad and in-country language immersion</td>
<td>Technology and Ubiquitous Learning</td>
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<td>Chair</td>
<td>Ms Sasiwimol Klayklueng</td>
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<td>Mr. Muzzammil Md. Yassin</td>
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<td>Ms Lin Chiung Yao</td>
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<td>13:30-14:00</td>
<td>LAM HO CHEONG</td>
<td>NAIDYL ISIS BAUTISTA</td>
<td>YAMAMOTO JUNKO et al.</td>
<td>YAMAKAWA KENICHI</td>
<td>NISHIOKA HIROMI</td>
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<td>Engaging Teachers in Identifying Learners’ Ways of Seeing for Improving Their Teaching of Chinese Characters and Words</td>
<td>In her Shoes: Contextualizing Italian Language Learning through the Life of a Filipina Immigrant</td>
<td>ICT-Based Educational Intervention to Raise Motivation of Japanese EFL University Students</td>
<td>A Preliminary Study of the Impact of a Five-Month Study Abroad Program: An Integration of Quantitative and Qualitative Approaches</td>
<td>Analysing Language Learning in Collaborative Digital Storytelling Projects: Activity Theory Perspective</td>
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<td>14:05-14:35</td>
<td>JYH WEE SEW</td>
<td>PHAM HUYNH PHU QUY</td>
<td>AG. BAMBANG SETIYADI et al.</td>
<td>PHIPHAWIN SRIKRAI et al.</td>
<td>MOTOKO CHRISTENSEN</td>
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<td>Teaching Malay Onomatopoeia Ubiquitously at Tertiary Level</td>
<td>The Use of English TV Shows in Language Classrooms: Tips and Practical Activities</td>
<td>Exploring Motivational Orientations of EFL Learners: A Case Study in Indonesia</td>
<td>English Language Difficulties of Non-Native English Postgraduate Students in the Academic Context at a Thai University</td>
<td>Behind the Scene of Social Network Site as a Learning Tool</td>
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<td>14:40-15:10</td>
<td>PETER SUWARNO</td>
<td>KRISTINE CABELING</td>
<td>SAIITO YUKIKO et al.</td>
<td>JOHN W. WILSON</td>
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<td>Indonesian Learners’ Pragmatic and Non-Grammatical Errors: Bridging the Gap between Learner’s Talk and Native Speakers’ Talk</td>
<td>Reflections and Observations on the Introduction of Peer Review in the Italian Composition Classroom</td>
<td>What and how do Japanese Language Learners Learn in Language Programme in Japan?</td>
<td>Using TED.COM to Integrate Global Issues and Cooperative Learning into EFL University Classrooms</td>
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<td>LYNNE LI</td>
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<td>SONG KYONG-</td>
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<td>Chinese Language Learning and Teaching in Australian Universities: Toward Quality University</td>
<td>One Sentence (Hitokoto) Speech</td>
<td>Ubiquity in Teaching and Learning World Engishes</td>
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<td>Day 1</td>
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<td>15:45-16:00 Tea</td>
<td>Sub-theme</td>
<td>Asia-Pacific Symposium on the Teaching of Asian Languages</td>
<td>Formal and informal learning</td>
<td>Instructional approaches and methods</td>
<td>Teacher education and development</td>
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<td><strong>Parallel Session</strong></td>
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<td>16:00-16:30</td>
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<td>Chair Ms. Sasiwimol Klayklueng</td>
<td>Chair Dr. Helene S. Girard</td>
<td>Chair Mr. Nagami Masanori</td>
<td>Chair Mrs. Chen Ingru</td>
<td>Chair Miss Kitai Saeko</td>
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<td>16:35-17:05</td>
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<td>WU WEIPING</td>
<td>LI DANLI</td>
<td>SATO TAKESHI et al.</td>
<td>TAKAHASHI WATARU et al.</td>
<td>CHAN DANIEL et al.</td>
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<td>Chair A/P. Chin Kwee Nyet</td>
<td>MANJA GERLACH et al.</td>
<td>PATRICK ALLEN et al.</td>
<td>ELENA TZINTZUN COSTELLO</td>
<td>JEAN F.N. Ghesquière</td>
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<td>Between Formal and Informal Language Learning - Can Online Language Tandems Bridge the Gap?</td>
<td>Open Doors: Turning &quot;My&quot; Students into &quot;Our&quot; Students</td>
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<td>Flipped Classroom and Use of TV5 Materials for French Language Courses at NTU (Nanyang Technological University) Singapore</td>
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<td>Flipping the College English Test 6 (cet6) Writing Class in the Era of Big Data</td>
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<td>10:00-</td>
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<td>Asia-Pacific Symposium on the Teaching of Asian</td>
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<td>Assessment and evaluation</td>
<td>Autonomy, self-direction and motivation</td>
<td>Teacher education and development</td>
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<td>10:00-</td>
<td>SASIWIMOL</td>
<td>CHANG CHINGFEN</td>
<td>SUGINO NAOKI et al.</td>
<td>TARA MCILROY</td>
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<td>10:30</td>
<td>KLAYKLUENG et al.</td>
<td>Exploring the Contradiction between Students' Expectation and Teachers' Writing Commentary from Activity Theory</td>
<td>Comparison of Test Item Difficulty Indices Based on IRT and LRT</td>
<td>Metaphor and Emotion as Pervasive Features in Second Language Reading</td>
<td>“We are Mobile Magicians but Digital Refugees”: Helping Prospective English Teachers Explore Technology and</td>
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<td>10:35-</td>
<td>SUNIL BHAT KUMAR</td>
<td>SHIRAHATA TOMOHIKO et al.</td>
<td>KRISTINE CABBING</td>
<td>NEIL CURRY, JO MAYNARD et al.</td>
<td>NGUYEN THI HONG NHAT</td>
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<td>11:00-</td>
<td>SHAHZAMAN HAQUE</td>
<td>NADIA HAQUE TARIQUE</td>
<td>SHEN YINGWEN et al.</td>
<td>GERARD MARCHESSAUE</td>
<td>GREGORY MINEHANE</td>
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<td>11:10-</td>
<td>Language Status and Language Learning: Challenges for Urdu in the Indian Sub-Continent and in the Diaspora</td>
<td>A Comparative Study of Peer and Teacher Feedback in a Bangladeshi ESL Writing Class</td>
<td>A Study of Appreciation Resources in Teacher Feedback in the Chinese College EFL Context</td>
<td>Linking Motivation and Progress for Pre-Service English Teachers</td>
<td>University Students Evaluating English Language Teachers in Japan: is Objectivity Lost in Translation?</td>
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<td>11:45-</td>
<td>XIAO LINGLAN</td>
<td>Investigating Transferrability of Interational Competence: A Case Study of EFL Students at a Chinese University</td>
<td>Language Ownership in Multicultural Classrooms</td>
<td>A Case Study of Elder EFL Students’ Perceptions of Learning English Vocabulary with Songs</td>
<td>Hong Kong English: Will the English Teachers’ Attitudes and Their Perceptions on Segmental Features of HKE Affect Their Teaching Practices?</td>
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<td>13:30-14:15</td>
<td><strong>Keynote Lecture 3</strong>&lt;br&gt;<strong>HERMANN FUNK</strong>&lt;br&gt;Beyond Classrooms and Homework: Diversified Learning Environments as a Challenge for Practitioners and Researchers</td>
<td>Chair Ms. Sasiwimol Klayklueng</td>
<td>Chair Ms. Cho Jin Hee</td>
<td>Chair Mr. Yannick Appriou</td>
<td>Chair Mr. Hamasaki Yuzuru</td>
<td>Chair Ms. Claudia Finner</td>
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**Parallel Session**<br>*Sub-theme: Asia-Pacific Symposium on the Teaching of Asian Languages*<br>Instructional approaches and methods<br>Learning theories and methodologies<br>Ubiquitous learning<br>Poster Session A: 14:20-15:05<br>Learning strategies and learning<br>

<table>
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<tr>
<th>14:20-14:50</th>
<th>Pluricultural Competence of Asian Language Students in France</th>
<th>ELLI SUZUKI et al.</th>
<th>ALEXANDRE KOULMANN</th>
<th>FRANCES A. C. CRUZ et al.</th>
<th>AOTANI NORIKO et al.</th>
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<td>Integrating History in the Teaching of French as a Foreign Language</td>
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<td>Tell Me How You Speak, and I’ll Tell You What You Are? – An Exploratory Study on Attitudes, Language Usage and Exposure in the Oral Production of German in a Multilingual Context</td>
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<td>An Analysis of Learning Process in Speaking Practice and Its Relationship with Japanese EFL Learners’ Learning Strategies</td>
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<td>The Roles of Heritage Students in Mixed Less Commonly Taught Language Classes and Stakeholders’ Views: The Case of the Vietnamese Language Programs at the ANU</td>
<td>OH SUNYOUNG</td>
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<td>Reawakening Cultural Connections Through Language: A Didactic Proposal to Integrate Filipino-Hispanic Literature in the Teaching of Spanish in the Philippines</td>
<td>WAKISAKA MASAKO</td>
<td>DAMIAN RIVERS</td>
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<td>The Indonesian EFL Learners’ Perceptions on Task Complexity</td>
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<td>WATANABE MASATOSHI et al.</td>
<td>The Omnipresent Other: National Identity in English Language Learning</td>
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<td>15:30-16:00</td>
<td>Incorporation of a Mobile Messaging Application in Korean Language Teaching</td>
<td>OH SUNYOUNG</td>
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<td>Neural Substrates of Automatized Syntactic Processes</td>
<td>KASAI CHISE et al.</td>
<td>YONEDA MITAKA</td>
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<td>Curriculum and Materials Development</td>
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<td>Parallel Session F</td>
<td>Chair Dr. Peter Friedlander</td>
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<td>Chair Mr. Gerardo V. Cruz</td>
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<td>Chair Mrs. Rungnapa Kitiarsa</td>
<td>Chair Ms. Silvia Neumann</td>
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<td>Roundtable 2</td>
<td>RICKY GIGANTO</td>
<td>MATSUMOTO MASANORI</td>
<td>SUKSAN SUPPASETSEEREE et al.</td>
<td>SUGIYAMA AKIKO et al.</td>
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<td>On Speaking the Unspeakable – or, of Taboo, Language and Linguistic Taboo</td>
<td>Japanese EFL Students' Views on Native &amp; Non-Native Teachers of English as a Factor Affecting Their Motivation</td>
<td>The Flipped Classroom: Can it Enhance English Listening Comprehension to Pre-University Students in Cambodia?</td>
<td>Impact of the Action Research Experience on Novice Language Teachers</td>
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<td>YOKOTA HIDEKI et al.</td>
<td>DON AUGUST DELGADO</td>
<td>Wee Lian-Hee et al.</td>
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<td>The Acquisition of English Aspects in Achievement Verbs by Japanese Learners of English</td>
<td>Survey Study of Integrative and Instrumental Motivation in English Language Learning of First Year Students at Naresuan University International College (NUIC), Thailand</td>
<td>Gamified Pedagogy: Examining how a Phonetics App Coupled with Effective Pedagogy can Support Learning</td>
<td>Shadowing as a Technique for Listening and Speaking</td>
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<td><strong>GLENN STOCKWELL</strong></td>
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<td>Considering Best Practice in Mobile Language Learning: Making the Most of the Medium</td>
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<td>Gamification in Thai Language Teaching at NUS</td>
<td>Demystifying Language Assessment</td>
<td>Teaching EFL through Readers Theatre in the Era of Artificial Intelligence</td>
<td>Fostering the L3 Competence Through the Previously Acquired Knowledge of L2: A Pilot Study of German and English Language in the Thai Context</td>
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<td>MOODLE: The Ubiquitous Teacher</td>
<td>When Students Become Teachers: A Proposed Assessment Model for Foreign Language Teaching Practicum</td>
<td>Endangered Teaching Skills behind Flooding Technologies</td>
<td>Developing Thai Education Students Intercultural Competence in a Cultural Interaction Project</td>
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<td>RUNGNAPA KITIARSA</td>
<td>QIN RAN et al.</td>
<td>GERARDO VÍLCHEZ CRUZ</td>
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<td>The Use of Screencasts in Teaching Thai as a Foreign Language</td>
<td>Teachers’ Feedback on Students’ Performance in a Secondary EFL Classroom: A Case Study</td>
<td>Collaborative Marking and Assessment in Foreign Language Writing</td>
<td>An Experimental Study of Cue Sensitivity Development: Classroom Input and Late Bilingualism</td>
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