# CLaSIC 2014 Programme: Day 1 (4 December 2014) as on 28th November 2014

| Day 1 | | | Auditorium | Seminar Room 7 | Seminar Room 8 | Seminar Room 9 | Seminar Room 10 | Seminar Room 12 | Study Area |
|---|---|---|---|---|---|---|---|---|---|
| 8:30-8:45 | | | **Welcome Address & Announcements** | | | | | | |
| 8:45-9:00 | | | **Performances** | | | | | | |
| 9:00-9:45 | | | *Keynote Lecture 1* | | | | | | |
| | | | CHAMOT, ANNA UHL | | | | | | |
| | | | Developing self-regulated learning in the language classroom | | | | | | |
| 9:45-10:00 | Tea | | | | | | | | |
| *Parallel Session 1* | *Sub-theme* | | | *Grammar and vocabulary acquisition* | *Communicative competence* | *Four skills of language learning* | *APSTAL* | *Beliefs and assumptions* | |
| 10:00-10:30 | | | | HUANG, YAN | APPLE, MATTHEW / ALIPONGA, JONATHAN | GENG, HUA / LU, MEIHUI | BELLASSEN, JOEL | FITRIAH / STRACKE, ELKE | *Poster Session 1* |
| | | | | Extending the noticing function of output: The effect of output task-types on L2 lexical acquisition | Intercultural communication competence and possible L2 selves in a short term study abroad program | Student revision in writing after teacher written feedback: Feedback types and revision conditions | The economy principle and its particular effects on teaching of Chinese as a second language | Indonesian teachers' views of creative teachers and creative teaching practices in ELT | |
| 10:35-11:05 | | | | SIBAYAN-SARMIENTO, ANNA MARIE | LEONG, CHOY KOW SHIRLEY | HODSON, RICHARD / HENSLEY, JOEL | CHIN, KWEE NYET / SHANG, GUOWEN / CHAN, KWANG GUAN DANIELL | SRI, IMELWATY | |
| | | | | Teacher prompts and student self-repairs in the Spanish language classroom | The effect of critical listening and viewing tasks on raising awareness of intercultural communicative competence | Relationships between editing competence and writing competence | Error analysis in Singapore's Chinese language teaching and assessment: Difficulties and solutions | Perceptions of 'proficiency in English': Exploring teacher-trainers' personal constructs at English teacher education program | |
| 11:10-11:40 | | | | WU, LINGYUN / XU, CUIQIN | YU, BAOHUA | SHEN, LEI / LU, XIAO / WANG, XIAOHONG | GUO, JING | JANTORI, PARINDA / SAOWALUCK, TEPSURIWONG / DARASAWANG, PORNAPIT | |
| | | | | Does focused output promote the noticing and the acquisition of hypothetical conditional forms in writing | Asian international students at an Australian university: Mapping the paths between integrative motivation, competence in L2 communication, cross-cultural adaptation, and persistence with structural equation modelling | Teachers' and students' perceived usefulness and effectiveness of automated writing feedback | Inference capacity and linguistic skills in listening comprehension: Observation of French students learning Chinese | Native and non-native English speaking teachers' beliefs about written corrective feedback | |
| 11:45-12:15 | | | | VANNIARAJAN, SWATHI | WALKER, IZUMI / ITO, AKIKO / ISHIHARA, ETSUKO | | LAM, HO CHEONG | NAGASAKA, TATS PAUL | |
| | | | | Native-nonnative differences in inferring the contextual meanings of unknown vocabulary | What are the problems with business Japanese competencies?: A study based on survey to business people working in Japan-related workplace | | Learning Chinese characters, phenomenography, and dragonwise projects | Grammar in CLT | |
| 12:15-13:30 | Lunch | | | | | | | | |

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| *Parallel Session 2* | *Sub-theme* | | *Learner strategies and learner autonomy* | *Communicative competence* | *Four skills of language learning* | *APSTAL* | *Beliefs and assumptions* | |
| **13:30-14:00** | | | CHAUDHURI, TUSHAR | WILSON, JOHN W | XU, CUIQIN / XIA, JUN | LEE, SIU-LUN | BEGG, CAROL | |
| | | | Using e-portfolios to develop learner autonomy in a foreign language programme | Teaching presentation: Improving oral output with more structure | An exploratory study of pauses in computer-assisted EFL writing | Revisit role playing activities in foreign language teaching and learning: Remodeling learners' cultural identity? | L2/3 Identities, ownership and study abroad | |
| **14:05-14:35** | | | LIN, JIUNCHENG / HUANG, SHENG-HUI | LEVRAI, PETER / BOLSTER, AVERIL | OKADA, YASUKO / SAWAUMI, TAKAFUM / ITO, TAKEHIKO | HAYES, CAROL | STRACKE, ELKE | |
| | | | The effect of raising meta-cognitive awareness on developing EFL high school students' language learner autonomy | Substance over style: Meaningful academic oral presentations | Different effects of sample performance observation between high and low level English learners | Developing self-reflective language learning skills: Students perceptions of their own linguistic production | Towards an understanding of the L2 selves of Australian community/heritage language learners | |
| **14:40-15:10** | | | COLLETT, PAUL | LU, QIUYUN / WANG, JIAN | MILLINGTON, NEIL / SMITH, BRAD | ITANI-ADAMS, YUKI | CARTER, PETER | |
| | | | Developing self-regulation for foreign language learning | On metaphorical features of teachers' directives in EFL classrooms | Efforts to develop an online reading resource for learners and teachers | Developing self-reflective language learning skills: Exploring effective corrective feedback methods | A case study of student satisfaction | |
| **15:15-15:45** | | | MYNARD, JO / MCLOUGHLIN, DAVID | XIAO, LINGLAN | YANAGISAWA, MIWAKO | KLAYKLUENG, SASIWIMOL / PRATHOOMTHIN, ADISORN | MILES, RICHARD | |
| | | | How do self-directed language learners keep going? | Investigating the communicativeness of classroom teacher-student interaction from a conversation analysis perspective | Exploring the potential of Japanese L2 extensive reading in JSL/JFL education | Exploring writing development in learners of Thai as a foreign language | The learner's perspective on assessing and evaluating their oral presentations | |

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| 15:45-16:00 | Tea | | | | | | | |
| *Parallel Session 3* | *Sub-theme* | | *Learner strategies and learner autonomy* | *Communicative competence* | *Four skills of language learning* | *APSTAL* | *Beliefs and assumptions* | **Poster Session 2** |
| 16:00-16:30 | | | SUGINO, TOSHIKO / UEDA, MAMI / ABE, EMIKA | ARI WIDHIATAMA, DANIEL / ARSA MANGGALA, SIMON | CHEN, CHUN-MEI | FRIEDLANDER, PETER GERARD | KIMBER, LARRY | |
| | | | How can motivational strategies facilitate autonomous learning for Japanese EFL learners? | Enhancing speaking fluency of beginner learners of EFL in the language institute of Sanata Dharma University by using 4/3/2 technique | Linguistic experience and length of residence on tonal acquisition of Vietnamese-speaking learners of Mandarin | Re-assessing assessment in Hindi | Japanese and International students' assumptions of bilingualism/multilingualism in Japan and their beliefs about factors that characterize bilinguals/multilinguals | |
| *Parallel Session 3* | *Sub-theme* | | *Learner strategies and learner autonomy* | *Communicative competence* | *Curriculum development and syllabus design* | *APSTAL* | *Beliefs and assumptions* | |
| 16:35-17:05 | | | CHENG, CHUNG-TING / HUANG, SHENG-HUI | YANG, HYUN-KWON / KIM, RAKHUN / SUNG, MINCHANG | LIU, JUNE YICHUN / CHEN, PATRICK PIN-HIS | BHATT, SUNIL KUMAR | ROWLAND, LUKE | |
| | | | Are they different? --- Multiple intelligences and language learning strategies among students of different academic orientations | Communicative competence and production of propositional 'form-meaning' pairings | Exploring L2 reading-writing instructional practices: Linking literacies of L2 writing | Acquisition of honorifics in Hindi: A sociolinguistic competence | English in the linguistic landscape of Japan: A motive analysis | |
| 17:10-17:40 | | | OGURI, SEIKO | KUTTIG, KHANH-DUC | SEW, JYH WEE | COWELL, DUSTIN / ABDELMONEM, HALA / SIMBUKA, SRIFANI / ALQYAM, TASNIM | YOSHIDA, REIKO | |
| | | | From mentoring to monitoring: Self-study record filing for self-regulated learner development | Why are lexical bundles and lexical frames so important? | Poems as Malay language learning materials at tertiary level | Teaching and Learning Arabic and English through song and digital storytelling | Japanese language learners' beliefs and motivation | |
| *Parallel Session 3* | *Sub-theme* | | | *Communicative competence* | *Technology and language education* | *APSTAL* | *Beliefs and assumptions* | |
| 17:45-18:15 | | | | GILEAD, YONA | NEMOTO, HIROYUKI | | SHIMO, ETSUKO | |
| | | | | Developing communicative competence: The role of handover in scaffolding oral communication | L2 academic literacy socialization in task-based intercultural computer-mediated communication | Roundtable (17:45-18:30) | Exploring Japanese university English teachers' beliefs about their students | |