The Eighth CLS International Conference

MOTIVATION, IDENTITY AND AUTONOMY IN FOREIGN LANGUAGE EDUCATION

6-8 December 2018
Shaw Foundation Alumni House (NUS)
Singapore

Opening Ceremony Programme

8:30-8:35   **Welcome Address by Organizing Committee Chair, Ms Klayklueng Sasiwimol**

8:35-8:45   **Opening Address by CLS Director, A/P Titima Suthiwan**

8:45-8:55   **Cultural Performances**

9:00-9:45   **Keynote Lecture 1 by Prof Phil Benson,**

                  '*LANGUAGE LEARNING ENVIRONMENTS:*

                  IMPLICATIONS FOR AUTONOMY, MOTIVATION AND IDENTITY'

Organized by
Centre for Language Studies
Faculty of Arts & Social Sciences
National University of Singapore

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CLaSIC 2018 Chair's Foreword

CLaSIC, the Centre for Language Studies International Conference, inaugurated in 2004, has grown to become a community of scholars, researchers and practitioners for an invigorating discourse on theoretical conceptions and approaches, research insights, and practical experiences in foreign language education.

This year's theme for the conference is: Motivation, Identity and Autonomy in Foreign Language Education. Motivation, identity and autonomy play important roles in the language learning process. Motivation can be of different types, nature, and levels, or strengths, some of which are more significant for effective language learning, than others. Identity refers to the dynamic representations of self that a language learner adopts, constructs, maintains or negotiates, in relation to his social, cultural and political contexts. Autonomy in learning is the active involvement in and willingness to take charge of one's learning as well as the capability to do so.

What are the interrelations between the motivation, identity and autonomy? What is the impact on motivation when language learners are encouraged to speak of themselves, and to express and engage their own identities through the language? At the same time, it is well established that motivation has an influence on the autonomy of language learners, but what is the nature of this influence and to what extent are these two notions linked? Next, how and to what extent does enabling foreign language learners to 'speak as themselves' in the target language with their own identities promote language learner autonomy? Or can identity be seen as a goal or product of autonomous learning?

CLaSIC 2018 Organizing Committee encourages participants to actively contemplate and debate essential issues related to the conference theme and diverse sub-themes pertaining to motivation, identity and autonomy in foreign language teaching and learning. Some of the various sub-themes include:

- Theories of Language Learning Motivation
- Motivational Strategies for Teachers and Learners
- Culture, Self and Identity in Language Education
- Motivation and Identity in Second Language Acquisition
- Learner and Teacher Autonomy
- Learning Orientations and Learning Styles
- Self-regulation and Metacognition
- Technology in Support of Motivation and Autonomy
- Instructional Approaches and Methods
- Curriculum and Materials Development
- Assessment and Evaluation
- Teacher Education and Development
- Research Methods and Approaches

It is hoped that through scholarly and critical exchanges on this wide range of topics, participants will gain a deeper understanding of motivation, identity and autonomy in foreign language education in their various forms and with their contributions to teaching and learning.

CLaSIC 2018 will also play host to the Sixth Asia-Pacific Symposium for the Teaching of Asian Languages or APSTAL. We are excited to welcome scholars from leading universities, mainly in the Asia-Pacific region, who have been our partners for the symposium, since the inaugural session in December 2008. In addition to our existing collaborators – Australian National University, Chinese University of Hong Kong, Education University of Hong Kong, RMIT University, Tokyo University of Foreign Studies and University of British Columbia, we are pleased to welcome new partners in Jissen Women's University and Kobe University.

Additionally, ClaSIC 2018 will be hosting a symposium of the research network of International Association for Applied Linguistics (AILA ReN) on Intercultural Mediation. We are honored to welcome leading scholars from universities across the world including Daito Bunka University, Flinders University, Institut National des Langues et Civilisations Orientales (INALCO), Nanzan University, National Engineering School of Tunis, National University of Singapore, University of Bordeaux Languages, Université Bordeaux-Montaigne, University of Franche-Comté, Universität Koblenz-Landau, School of Oriental and African Studies, University of South Australia and University of Warwick.

On behalf of the organizing committee, I would like to thank our four distinguished keynote speakers, Prof Phil Benson, Prof Kata Csizer, Prof Kimberly Noels and Prof Wen Xiaohong Sharon.

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 2018 a reality, namely the Faculty of Arts and Social Sciences of NUS, Char Yong (Dabu) Foundation Limited and the Chinese Language and Research Fund. We also are grateful to our partners for the APSTAL and AILA ReN symposiums. 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 2018.

Sasiwimol Klayklueng
Chair, Organizing Committee
CLaSIC 2018

CLaSIC 2018 Organizing Committee

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Overview of CLaSIC 2018 Programme

	6 Dec 2018 (Thursday)	7 Dec 2018 (Friday)	8 Dec 2018 (Saturday)
Morning	**08:30-09:00** **Opening Ceremony**	**09:00-09:45** **Keynote Lecture 2**	**09:00-09:45** **Keynote Lecture 4**
	09:00-09:45 **Keynote Lecture 1**		
	09:45-10:00 **Tea**	**09:45-10:00** **Tea**	**09:45-10:05** **Tea**
	10:00-12:15 **Asia-Pacific Symposium for the Teaching of Asian Languages (APSTAL)** **Symposium of the research network of International Association for Applied Linguistics (AILA ReN)** **Parallel Session 1**	**10:00-12:15** **Asia-Pacific Symposium for the Teaching of Asian Languages (APSTAL)** **Parallel Session 4**	**10:10-12:25** **Parallel Session 7** **Poster Session B**
	12:15-13:30 **Lunch**	**12:15-13:30** **Lunch**	**12:30-13:00** **Closing Ceremony**
Afternoon	**13:30-15:45** **Asia-Pacific Symposium for the Teaching of Asian Languages (APSTAL)** **Symposium of the research network of International Association for Applied Linguistics (AILA ReN)** **Parallel Session 2**	**13:30-14:15** **Keynote Lecture 3**	**13:00-14:00** **Lunch**
		14:20-15:25 **Asia-Pacific Symposium for the Teaching of Asian Languages (APSTAL)** **14:20-16:00** **Parallel Session 5**	
	15:45-16:00 **Tea**		**14:30** **Bus departs to Excursion** **14:30** **Bus departs to Conference Hotel**
		16:00-16:15 **Tea**	
	16:00-18:15 **Asia-Pacific Symposium for the Teaching of Asian Languages (APSTAL)** **Symposium of the research network of International Association for Applied Linguistics (AILA ReN)** **Parallel Session 3**	**16:20-18:00** **Parallel Session 6** **16:20-17:50** **Poster Session A**	
Evening	**18:30** **Bus departs to Conference Hotel** **8:45-21:00** **Invited guest walk to VIP dinner**	**18:15** **Bus departs to Conference Dinner** **19:00-21:00** **Conference Dinner**	

CLaSIC 2018 Keynote speakers

Name:	Prof Benson, Philip
Primary Email:	philip.benson@mq.edu.au
Sub-themes:	Research Methods and Approaches
Type of presentation	Paper
Proposal title	LANGUAGE LEARNING ENVIRONMENTS: IMPLICATIONS FOR AUTONOMY, MOTIVATION AND IDENTITY
Proposal Abstract:	How can we construct language pedagogies that speak to the autonomy, motivations and identities of our students in the 21st century? In the short term, we want our students to leave the classroom more autonomous, more motivated and with a stronger sense of language identity. In the longer term, we can envisage language learning as a complex journey along a winding path that takes the learner through various degrees of autonomy, various motivations and various identities: a journey through personally relevant experiences of learning that leads to a sense of ownership of the language that has been learned. Such journeys do not take place in the classroom alone; they pass through a variety of classroom and out-of-class spaces. In this presentation, I ask how we can incorporate a longer-term, multi-spatial view of language learning into language pedagogy. Using the idea of language learning environments to describe the totality of the spaces in which individuals learn and use languages over time, I will suggest that in devising pedagogies that speak to the totality of our students' language learning experiences, we will need to revisit our current understandings of the roles of autonomy, motivation and identity.
Biodata:	Phil is Professor of Applied Linguistics at Macquarie University and author of Teaching and Researching Autonomy (Pearson, 2011). Extending his work on autonomy in language learning beyond the classroom to a broader perspective on 21st-century language learning, he is currently writing a book on language learning environments.
Co-Author:	
Remarks	Keynote speaker

Name:	Dr Csizér, Kata
Primary Email:	weinkata@yahoo.com
Sub-themes:	Theories of Language Learning Motivation
Type of presentation	Paper
Proposal title	SOME OF THE COMPONENTS OF LANGUAGE TEACHER MOTIVATION: RESULTS OF A QUESTIONNAIRE STUDY
Proposal Abstract:	Language teacher motivation has been a long neglected part of general L2 motivation research despite the fact that a motivated language teacher seems to be a crucial part of the teaching/learning process for students. The aim of the present study is to investigate some of the possible components of language teacher motivation with the help of a standardized questionnaire. The online instrument was filled out by 200 English teachers working in various Hungarian schools in the spring of 2018. Based

	on a step-wise regression analysis, the most important antecedent scales having a positive impact on teachers' motivation seem to be self-reflection and attitudes to teaching, while, not surprisingly, various demotivational issues affect teacher motivation in a negative way. Self-reflection, attitudes to teaching and demotivation are affected by a number of different experience-related scales as well as teachers' own self-image and their level of self-confidence. Main differences will be discussed among teachers working at various educational levels. In addition, wider contextual issues will also be taken into account. At the end of my presentation, suggestions will be offered concerning both future research directions as well as how teachers can motivate themselves.
Biodata:	Kata Csizér graduated from Eötvös Loránd University, School of English and American Studies in 1998. She holds a PhD in Language Pedagogy. Her main field of research interest is the socio psychological aspects of second language learning and teaching as well as second and foreign language motivation.
Co-Author:	
Remarks	Keynote speaker

Name:	Prof Noels, Kimberly
Primary Email:	knoels@ualberta.ca
Sub-themes:	Theories of Language Learning Motivation
Type of presentation	Paper
Proposal title	NOT JUST AUTONOMY, BUT COMPETENCE AND RELATEDNESS, TOO: SELF-DETERMINATION AND CONTEXTUAL DYNAMICS
Proposal Abstract:	From diverse disciplinary and professional perspectives, scholars and teachers have long underscored the important relation between students' feelings of autonomy in learning a new language and their effortful and persistent engagement with this challenging undertaking that requires several years to master. As fundamental as a strong sense of autonomy is for motivated and sustained engagement, it is also important that students feel competent in learning and using the language and feel connected to significant others in the social domains where the language is learned and used. Using a Self-Determination Theory lens, we examine the interplay between autonomy, competence and relatedness across diverse contexts, including ethnolinguistic backgrounds (e.g., heritage and non-heritage learners) and culturally diverse nations. We consider, on an interpersonal level, who best supports learner autonomy, competence and relatedness, and, on a cross-national level, how cultural values might (or might not) affect these feelings and their interplay. In addition, on a situational level, we consider how the dynamics of daily life can also affect feelings of autonomy, competence and relatedness. The presentation concludes with a consideration of how teachers, program developers, and others can support learners' autonomy, competence and relatedness, and thereby learners' capacity for self-determination and self-regulation.
Biodata:	Kimberly Noels is a Professor in the Social and Cultural Psychology area of the Department of Psychology and an Adjunct Professor in the Department of Educational Psychology at the University of Alberta. He research focuses on the role

	of self-determination and autonomy in the development of new languages and identities.
Co-Author:	
Remarks	Keynote speaker

Name:	Prof Wen, Xiaohong
Primary Email:	xwen@uh.edu
Sub-themes:	Motivation and Identity in Second Language Acquisition
Type of presentation	Paper
Proposal title	MOTIVATION AND LEARNING EXPERIENCE ACROSS L2 CHINESE PROFICIENCY LEVELS
Proposal Abstract:	This study drew upon the socio-dynamic perspective and the 'L2 Motivational Self System' theory to examine L2 Chinese motivation in a classroom setting. It had two purposes: 1) exploring motivation profiles at different proficiency levels, and 2) analyzing the inter-relationships between learners, their motivations and learning experiences across the spectrum of teaching, peer interaction, and learning contexts. The study focused on how the Ideal L2 self and the Ought-to L2 self impact the learning process and how future self-guides influence motivated behaviors. These components, multifaceted and dynamic, would not traditionally be on a list of research agenda. The study adopted a mixed methods design, collecting data from multiple sources (two rounds of interviews, class observations with stimulated recalls, and a survey). The results demonstrated that both the Ideal L2 Self and the ought-to L2 Self played significant roles in choosing and continuing L2 Chinese study. In the process, participants further generated motivations based on their learning experience and strategies through interactions and informative assessments/feedback, particularly from themselves. Motivation factors and learning experience reinforce each other over time. Class context (teachers, peers, curriculum), positive learning assessment and feedback, and study abroad experience emerge with new goals. They are dynamic and become new motivation for learning.
Biodata:	Xiaohong Wen is a Professor of Applied Linguistics and L2 Acquisition at the University of Houston. Her recent publications include four books. The most current is a forthcoming book: Studies on Learning Chinese as a Second Language (2018, Routledge). Her publications also include over thirty articles in refereed journals.
Co-Author:	
Remarks	Keynote speaker

CLaSIC2018 Abstracts (papers)

Name:	Assoc. Prof Alao, George
Primary Email:	alaogeorge@yahoo.fr
Sub-themes:	Culture, Self and Identity in Language Education
Type of presentation	Paper
Proposal title	LANGUAGE TEACHERS OF SOAS AND INALCO: A CROSS-CULTURAL NARRATIVE OF IDENTITY CONCEIVED AS HABITUS
Proposal Abstract:	Two institutions - Institut national des langues et civilisations orientales (INALCO), first created in Paris in 1669, then re-established in 1795, and the School of Oriental and African Studies (SOAS, founded in 1916) in London - were set up to serve geopolitical and economic interests of each country (France and the United-Kingdom). They have also had as principal goals the advancement of knowledge and the learning of "Oriental languages". Due to their respective backgrounds, both European institutions have acquired a prestigious name for the variety of languages taught not only as "international" languages but also as "Languages of the Wider World". Our study seeks to relate the two institutional contexts to the individual profiles of their language teachers. Data collected from semi-directive interviews conducted with teachers from the departments of Arabic studies, African studies and Japanese studies of SOAS and INALCO were analysed thematically to present a cross-cultural narrative of identity conceived as a habitus (as defined by Bourdieu). Personal and professional trajectories help define profiles that tend to reveal two possible types of teachers: the "ambassador" or the "mediator" models.
Abstract in French	"Les enseignants de langues à la SOAS et à l'INALCO: une narration interculturelle de l'identité conçue comme habitus" Deux institutions – l'Institut national des langues et civilisations orientales (INALCO), créée à Paris en 1669, puis ré-établie en 1795, et "the School of Oriental and African Studies" (SOAS, fondée en 1916) à Londres – ont été mises en place pour servir les intérêts géopolitiques et économiques de chaque pays (la France et le Royaume-Uni). Elles ont également comme objectifs principaux l'avancement de la connaissance et l'apprentissage des « langues orientales ». Compte tenu de leurs origines respectives, ces deux institutions européennes ont acquis un nom prestigieux pour la variété des langues enseignées, non seulement pour les langues de communication internationale mais aussi pour les langues du monde. Notre étude cherche à mettre en relation les deux contextes institutionnels avec les profils individuels des enseignants. Les données collectées à partir d'entretiens semi-directifs avec les enseignants des départements des études arabes, des études africaines et des études japonaises à la SOAS et à l'INALCO ont été analysées de façon thématique pour présenter une narration interculturelle de l'identité conçue comme habitus (Bourdieu). Les trajectoires personnelles et professionnelles aident à définir les profils d'enseignants qui semblent révéler deux figures possibles, celle de « l'ambassadeur » et celle du « médiateur ».
Biodata:	George Alao is Associate Professor of Yoru`ba´, and Language and Culture Pedagogy (INALCO). Member, research team EA 4514 PLIDAM. Convener, MA seminar "Didactique des langues africaines". Interest: all aspects of Language Teaching and Learning. Publications including Journey into Yorùba´ Language and Culture (2014) and Dispositifs éducatifs en contexte mondialisé… (2014).
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Remarks	AILA Ren

Name:	Mr Adisorn, Prathoomthin
Primary Email:	adisorn.pra@crru.ac.th
Sub-themes:	Motivational Strategies for Teachers and Learners
Type of presentation	Paper
Proposal title	An Analysis of Figure of Speech and Its Implications in Teaching Thai as a Foreign Language
Proposal Abstract:	This study is part of a larger project investigating the use of figure of speech in the Dharma teaching of Luang Phor Ruesii Ling Dam, a Reverend Father in Thailand. The researcher proposes that there have been eight distinctive features of the figure of speech used by the Father in delivering the teaching, namely simile, metaphor, personification, symbol, rhetorical question, analogy, allegory and allusion. It is believed that the adaptation and delivery of the Father using the figure of speech helps in enhancing the understanding of the Buddha's teaching as well as motivating the learners. This study specifically aims at discussing how teachers have adopted the texts by the Father, including the distinctive features of figure of speech, to teach learners of Thai as a foreign language at a public university in Thailand. In this presentation, the researcher will discuss the Father's use of figure of speech in delivering his Dharma teaching, followed by how the teachers of Thai as a foreign language have adopted the texts and used them in teaching Thai. The advantages, challenges and limitations in teaching implications will also be discussed.
Biodata:	Adisorn Prathoomthin is a lecturer of Thai and Director of Institute of International Languages and Cultures, Chiang Rai Rajabhat University, Thailand. His research interests are in the area of foreign language teaching and learning, Thai linguistics and teaching materials development.
Co-Author:	
Remarks	

Name:	Mr Allen D. Patrick
Primary Email:	dpallen@lc.chubu.ac.jp
Sub-themes:	Technology in Support of Motivation and Autonomy
Type of presentation	Poster
Proposal title	MOTIVATION AND INTAKE: CREATING ENGLISH LEARNERS THROUGH A CYCLICAL BLENDED-LEARNING MODEL
Proposal Abstract:	The authors have been involved in the development of a two-year blended-learning course for engineering students at a Japanese university. Freshmen entering this

	program are typically false beginners in English with very poor motivation. Due to a lack of knowledge, skill, and motivation, these students are unable to self-regulate their study and need positive external motivators. Therefore, this course is designed to enhance the face-to-face (F2F) time with the students and emphasizes the teacher roles such as "trainer," "motivator," and "mentor." The first year of the program aims to motivate the students to become autonomous English learners and develop their comprehension through intake. The second year continues this focus while also endeavoring to enhance students' willingness to communicate and improve their attitudes toward learning English. This presentation analyzes the effects of this course on student motivation and language aptitude. Specifically, it will discuss the impact of a cyclical blended-learning model that prioritizes and attempts to maximize the effectiveness of F2F time with the students. The data consists of multiple CASEC tests, final grades, and questionnaire responses. Finally, successful and less successful learners in the course will be compared to highlight the strengths, and examine the weaknesses, of the blended-learning curriculum.
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.
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Remarks	

Name:	Mr Altalib, Aser Nazzal K
Primary Email:	aser.altalib@anu.edu.au
Sub-themes:	Other Relevant Topics
Type of presentation	Paper
Proposal title	L2 MOTIVATION AND THE TYPE OF ENGLISH COURSE: AN INVESTIGATION OF L2 FUTURE SELVES AMONG LEARNERS OF ENGLISH AT SAUDI UNIVERSITIES
Proposal Abstract :	This paper investigates the L2 motivation of Saudi university students in ESP (English for Specific Purposes) and GE (General English) courses. One of the common arguments about ESP courses suggests that they are more likely to generate higher levels of motivation than other types of English courses (i.e., GE courses). Some scholars (e.g., Basturkmen, 2010; Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987) hold this view, asserting that ESP courses are more relevant to learners' needs and interests, which increases their motivation. However, none of these claims are based on empirical research; the present study aims to fill this gap. Using Dörnyei's (2005, 2009) L2 Motivational Self System, a mixed-methods study was designed not only to assess the relationship between L2 learners' motivational selves and the type of English course attended (ESP and GE), but also to gain an in-

	depth understanding of learners' motivation and how the type of English course varies contributions to students' motivation. In all, 4043 students enrolled in ESP and GE courses at four Saudi universities completed an online survey; 21 students were interviewed. The initial analysis, of both quantitative and qualitative data, shows a significant relationship between learners' motivation and their attended English course.
Biodata:	Aser Altalib, is a PhD candidate in Linguistics (School of Literature, Languages & Linguistics) at the Australian National University. Altalib is also a lecturer at Aljouf University in Saudi Arabia.
Co-Author:	
Remarks	

Name:	Assoc. Prof Asai, Atsushi
Primary Email:	a9asai@hotmail.com
Sub-themes:	Other Relevant Topics
Type of presentation	Poster
Proposal title	LEXICAL KNOWLEDGE DRIVES THE STEPWISE CONVERGENCE OF CONCATENATION-INDUCED OBSTRUENT VOICING
Proposal Abstract:	The present study updates an investigation into the pattern for concatenation-induced obstruent voicing in Japanese. At three Japanese universities, 660 participants who were all L1 speakers answered whether or not voiceless obstruents at the onset of the final morpheme of nominal compounds would be voiced. Their responses to 276 kinds of compounds showed that the degrees of voicing in the provisional compounds comprising two real morphemes, for example, /kaNbana/ (/hana/ flower), significantly corresponded to those in the real words, /ikebana/ (flower arrangement), which shared the final morphemes with the provisional ones. These tendencies show, first, that the schema of the voicing phenomenon was employed at a particular rate for nouns; second, that meta-knowledge about the final morphemes was applied; third, that phonological properties inside the final morphemes emerged; fourth, that phonological interaction across the morpheme boundary came into play. In detail, /h/ received a high degree of post-nasal voicing because of the adhesive articulatory position between /N/-turned-[m] and /h/-turned-[b]. Some morphemes do not segregate to the voiceless or voicing form, but the determination mechanism is explainable. Those results suggest the importance of lexical knowledge in addition to phonological systems and the awareness of the significance in learning Japanese.
Biodata:	Atsushi Asai teaches social informatics and language cognition as an associate professor at Daido University, Japan. He is certified in Teaching English as a Foreign Language and Teaching Japanese as a Foreign Language. His research interests include cognitive aspects in morphophonology and lexicology.
Co-Author:	
Remarks	

Name:	Assoc. Prof Auleear, Owodally A Mooznah
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Sub-themes:	Culture, Self and Identity in Language Education

Type of presentation	Paper
Proposal title	FROM SECONDARY SCHOOL TO UNIVERSITY: A NARRATIVE ENQUIRY OF AN EFL LEARNER'S EXPERIENCE
Proposal Abstract:	In Mauritius, as in many Asian countries, secondary school students experience an education system characterised by competition and high stakes exams, often leading them to be dependent on the syllabus, textbooks, past exam papers, school teachers and private tutors (Foondun, 2002). When these students enter university, where autonomous learning is a key feature (cf. O'Leary, 2014), their learning experience changes. This gap in learning experience often presents students with challenges which they have to negotiate and overcome during their academic journey. It is these challenges that the present study seeks to explore. Using purposeful sampling, this study will focus on one student enrolled on the BA (Hons) English degree programme at the University of Mauritius. The case study aims to investigate how she has experienced becoming an autonomous learner over the course of three years. Data will be collected from her using narrative inquiry, a method that allows the investigator to consider the complexity of subjective/lived experiences, while paying particular attention to her behaviours, attitudes, and the context(s) for these (cf. Clandinin & Huber, 2010). Insights from such an in-depth study can help reflections on developing contextually appropriate pedagogy, supportive of learner autonomy.
Biodata:	A M Auleear Owodally is Associate Professor, who lectures in Linguistics in the Department of English Studies, University of Mauritius. Her research interests are multilingualism, English language teaching, early childhood literacy and religious literacy, and her recent publications reflect her research interests.
Co-Author:	
Remarks	

Name:	Mr Barrs, Keith
Primary Email:	keithbarrs@hotmail.com
Sub-themes:	Motivational Strategies for Teachers and Learners
Type of presentation	Paper
Proposal title	QUESTION EVERYTHING: MOTIVATING JAPANESE UNIVERSITY STUDENTS TO ACTIVELY PARTICIPATE IN ENGLISH CLASSES
Proposal Abstract:	To encourage engagement with class content, it is considered an effective strategy for teachers to ask questions direct to students during class. However, students are for the most part passive in this process, as they wait to be asked a question. To encourage active participation and to better engage students in their own learning, the direction of questioning can be reversed and students encouraged to ask questions to the teacher. Having students ask questions on a purely voluntary basis, however, can lead to reticence, especially in cultures which value group-conformity, such as in Japan. This presentation reports on a strategy devised to extrinsically motivate students to ask questions direct to the teacher in university-level English classes in Japan. Students could receive an automatic 25% of their grade for asking 15 (academic/thoughtful) questions during the 15-week semester. Students needed to record the questions asked and the answers given on a handout, and have each Q&A signed at the end of the class. Details will be given of the implementation of the

	activity in 6 of the presenter's classes, involving a total of around 100 students, and how many of a potential 1500 questions were actually asked and answered.
Biodata:	Keith Barrs is an associate professor in the Department of English at Hiroshima Shudo University, Japan. His main research interest is in the investigation of English loanwords in Japanese, particularly concerning their grammatical behaviour in natural language.
Co-Author:	
Remarks	

Name:	Ms Bech, Estelle
Primary Email:	epb@ntu.edu.sg
Sub-themes:	Motivational Strategies for Teachers and Learners
Type of presentation	Paper
Proposal title	USING ASYNCHRONOUS CELL-PHONE VIDEO PRODUCTION FOR IMPROVING STUDENTS' ORAL COMMUNICATION SKILLS IN A TASK-BASED LEARNING ENVIRONMENT.
Proposal Abstract:	With the recent advancements of digital video (low cost equipment and editing software) and Web-based video sharing services, remarkable possibilities for supporting a variety of learning activities in SLA classrooms have been arising. Thanks to the fast penetration of mobile phones in Asian countries over the last two decades, MALL (Mobile-Assisted Language learning) is becoming incredibly popular among students and teachers. While most research in that area has focused on how reading and writing skills can be enhanced in a MALL environment, little has been interested in oral communication skills. This study aims at investigating the effectiveness of using asynchronous cell-phone video production for improving students' confidence and oral communication skills in a Task-Based Learning environment. Through surveys and instructor's notes on the students' engagement in the process of their learning, the presenters, after a brief presentation of the project and its context, will share their results and reflect on how blended learning and the use of digital video production can potentiate students' language skills and motivation for further research in this area. Keywords : MALL (mobile-Assisted Language learning), SLA (Second Language Acquistition), TBLA (task-Based Learning Approach), digital video production, oral communication skills, tertiary education, French.
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Type of presentation	Paper
Proposal title	HERITAGE LEARNERS OF HFL: MOTIVATION, CULTURE AND IDENTITY
Proposal Abstract:	The surge of Heritage learners in Hindi-Urdu as a foreign language classes in American universities is the result of combination of several factors. The large scale migration from South Asian Countries has played a key role in raising the profile of South Asian related courses in universities across North America. The next generation of Diasporic South Asians who come to the universities for higher education try to negotiate their identity in the western world through culture and language. The unique flexible education system in American universities also allows the students to chose courses from wide range of subjects in Humanities. The students regardless of their selected major or minor have to fulfill requirements of taking course from Humanities and Social sciences. Many Universities even have language requirements too. This unique feature of the education system gives the diasporic students an opportunity to venture into their heritage past and motivates them to take Hindi/Urdu to fulfill the requirement at the same time make connection with their ancestral past through language. In this paper I will try to look into the Hindi/Urdu second language courses through its ethnic make-up ie. Heritage and non-Heritage learners, and their motivation for learning Hindi/Urdu.
Biodata:	Dr Sunil Kumar Bhatt is works as an Instructor of Hindi/Urdu at the University of British Columbia. His research mainly focuses on Hindi/Urdu as a foreign language, Comparative linguistics, sociolinguistics and language endangerment.
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Sub-themes:	Learning Orientations and Learning Styles
Type of presentation	Paper
Proposal title	"I AM NOT HERE FOR FUN": CONTEXTUALIZE ADULT LEARNERS' ACHIEVEMENT MOTIVATION
Proposal Abstract:	There has been an increasing interest to understand students' achievement motivation in foreign language learning, but previous studies primarily relied on quantitative data of questionnaires to generalize students' learning orientations without considering contextual factors. While younger learners in K-12 education have been the research focus, the understanding of adult learners' achievement motivation in foreign language learning is also insufficient. To fill in those gaps, the present study examined adult learners' motivational changes under different contexts in a foreign language classroom of university. An ethnographic multi-case study was adopted, focusing on six students. On-going individual interviews, class observations and stimulated recall were conducted to understand how students' achievement motivation was shaped differently at various learning stages of a university course. Findings showed that all the 6 students demonstrated an extrinsic-oriented

	motivation in the foreign language course. The reasons shaping such a motivational orientation were observed to be stable among high-achieving students, while fluctuating among low-achieving students due to the change of learning contexts in the classroom. Those context-dependent changes across time within a foreign language course could provide pedagogical insights to the instructors with adult learners.
Biodata:	Dr. Bo Wenjin Vikki is a Lecturer in Singapore University of Social Sciences. She has taught courses of English for Academic Purposes (EAP) and Research Methodology in both university and industry context. Her main research interests focus on learning motivation, academic achievement and second/foreign language learning.
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Sub-themes:	Other Relevant Topics
Type of presentation	Paper
Proposal title	THE INTERCULTURAL MEDIATOR'S CAPABILITY TO CONNECT PEOPLE
Proposal Abstract:	One of the main skills needed by an intercultural mediator is undoubtedly the ability to build links between people involved in a person vs person tension or conflict situation. The researchers will try to highlight the discursive elements presenting a risk of breaking the link, referring to some transcriptions of confrontational discussions among Tunisian teachers as to the right place to be given to classical Arabic, dialectal Arabic and the French language in Tunisia. Are the triggers for communicative dysfunctions between these teachers linguistic, cultural? In such a case, does the intercultural mediator necessarily have to share the same linguistic and cultural experience to be effective in connecting people? This presentation follows a first study on the emotional dimension in a mediator's practice. It will be this time an opportunity to compare both approaches and to show their potential complementarities.
Abstract in French	"Le médiateur interculturel et la compétence de mise en liens" L'une des principales compétences nécessaires au médiateur interculturel est celle de permettre la mise en lien de personnes en situation de conflit. Les chercheuses tenteront de mettre en évidence les éléments discursifs présentant un risque de rupture du lien à partir de transcriptions d'échanges conflictuels entre institutrices tunisiennes à propos de la place devant revenir à l'arabe classique, à l'arabe dialectal et au français. Les déclencheurs de dysfonctionnements communicationnels entre ces institutrices sont-ils linguistiques, culturels ? Dans ce cas, le médiateur interculturel doit-il nécessairement partager la même expérience linguistique et culturelle pour un travail de mise en liens ? Cette présentation fait suite à un premier travail portant sur la dimension émotionnelle et explore cette fois les ressources d'une analyse ayant recours au discours afin d'en montrer les éventuelles complémentarités.
Biodata:	Researcher in anthropology of communication at the University of Koblenz-Landau. Her work focuses on communication in international organizations (essentially in military organizations). She is a member of theUpper Rhine Trinational Graduate

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Sub-themes:	Motivational Strategies for Teachers and Learners
Type of presentation	Poster
Proposal title	METAPHOR AS MOTIVATOR
Proposal Abstract:	Motivation is an important part of any learning experience. However, maintaining motivation is not always so easy (Ushioda, 2008). Identification with content can be a powerful factor pushing students to act independently, with self-motivated drive, to interact with information that they see as worthwhile. Teachers often play an important role in helping learners find what motivates them, providing content and tasks that could motivate, as well as encourage motivation within their students (Dornyei & Ushioda, 2011). However, it can be difficult for teachers juggle content, student motivation, and their own motivation as teachers (Han, Yin & Boylan, 2016). Using metaphor to motivate can be a powerful tool. It can allow teachers and learners to find common experiences from which to place learning, identify the struggles that may come along with that learning and as a result, hopefully, refocus themselves and their individual motivations. This poster presentation will show how metaphor was used in the classroom as a means of motivation and how from there how it developed into two content-based courses, where the content itself became the bigger metaphor for learning in general, and finally how it was used again to re-motivate the teacher within a new teaching context.
Biodata:	BRIDGE, Carla (MA App Ling TESOL) teaches on the English Preparatory Program at James Cook University Singapore. She works with the international students who have come to Singapore to study. Previously, she has taught in the home countries of her students, teaching in Japan, Vietnam, China and South Korea.
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Sub-themes:	Teacher Education and Development
Type of presentation	Paper
Proposal title	DIFFERENTIATING INSTRUCTION IN CONTEXT : STRATEGIES FOR EFFECTIVE FOREIGN LANGUAGE CLASSROOM PRACTICES
Proposal Abstract:	Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at

	varying levels of difficulty based on the ability of each student (Feyfant, 2016). According to Carol Tomlinson (2017), teachers can differentiate instruction through four ways: (i) content, (ii) process, (iii) product, and (iv) learning environment. Teachers who practice differentiation on the classroom may design lessons based on students' learning styles ; group students by shared interest, or topic ; manage the classroom to create a safe and supportive environment ; adjust lesson content to meet students' needs ; assess students' learning using formative assessment, etc. In this presentation, we will discuss differentiated instruction in classroom management as a tool of mediation both in the French and the Irish educational system. We will analyze examples of successful differentiated activities and suggest practical teaching strategies and steps to begin using differentiated instruction in foreign language classroom. Bibliography FEYFANT A., (2016), La différenciation pédagogique en classe, Dossier de veille de l'ifé, n°113, ENS de Lyon, pp. 1-32. TOMLINSON C. A., (2001), How to differentiate instruction in mixed-ability classrooms, ASCD: Virginia USA.
Abstract in French	"La pédagogie différenciée en contexte : des stratégies pour des pratiques de classe de langues efficaces" La pédagogie différenciée peut renvoyer au fait d'appréhender une même tâche à toute la classe en utilisant une variété de stratégies d'enseignement-apprentissage, ou peut impliquer que l'enseignant assure des cours selon différents niveaux de difficultés basés sur les compétences de chaque étudiant (Feyfant, 2016). D'après Carol Tomlinson (2017), les enseignants peuvent différencier: (i) les contenus, (ii) les processus, (iii) les productions, et (iv) l'environnement d'apprentissage. Les enseignants qui pratiquent la différenciation en classe peuvent élaborer des séquences de cours basées sur les styles d'apprentissage des étudiants ; répartir les étudiants en groupe selon leur centre d'intérêts, ou selon des thèmes d'étude ; gérer la classe pour créer un environnement rassurant et favorable à l'apprentissage ; ajuster les contenus des cours pour satisfaire les besoins des étudiants ; évaluer la progression des étudiants en favorisant l'évaluation formative, entre autres. Dans cette présente communication, nous aborderons la pédagogie différenciée dans la gestion de classe comme un outil de médiation aussi bien dans le système éducatif français qu'irlandais. Nous analyserons des exemples réussis d'activités de différenciation et suggérerons des stratégies et phases d'enseignement pratiques pour commencer à utiliser la pédagogie différenciée en classe de langues. Bibliographie FEYFANT A., (2016), La différenciation pédagogique en classe, Dossier de veille de l'ifé, n°113, ENS de Lyon, pp. 1-32. TOMLINSON C. A., (2001), How to differentiate instruction in mixed-ability classrooms, ASCD: Virginia USA.
Biodata:	Dr Stella CAMBRONE-LASNES is an Associate professor in Language sciences in the Faculty of Education at the University of Franche-Comté in France. Her main research interests include social language practices and attitudes in multilingual school context, teacher training, and differentiating instruction in mixed-ability classrooms.
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Sub-themes:	Teacher Education and Development
Type of presentation	Paper
Proposal title	WASHBACK IN ENGLISH PRONUNCIATION TEACHING IN HONG KONG
Proposal Abstract:	The present study reveals how the teachers of English in Hong Kong (HKTEs) react to Hong Kong English (HKE) and how the preferences on accents of the HKTEs have potentially been a part of the Washback in English pronunciation teaching in Hong Kong. By conducting a mixed method research, which included data from 100 questionnaires and 28 interviews, the feedback types and the activities that the teachers apply when they encounter HKE in classroom were recorded and reported. The results show that, the two types of HKTEs– Native and Non-native English speakers – tend to provide different responses because of the differences in attitudes towards the new variety of English. Results also imply that teachers of different levels of institutes (primary school, secondary school and tertiary institute) may respond contrastively to HKE. At the end of this study, a model is produced to show how the Washback in pronunciation teaching and its potential influence on the teacher training and development in Hong Kong. Further research has to be done on researching how the feedback may affect the acquisitions of English of Hong Kong students and whether the feedbacks bring positive or negative effects to the students and to teachers.
Biodata:	CHAN Ka Long Roy is a Ph.D. 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.
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Sub-themes:	Instructional Approaches and Methods
Type of presentation	Paper
Proposal title	PROMOTING SOCIAL AWARENESS THROUGH JOURNAL WRITING
Proposal Abstract:	As part of the requirements for the academic writing classes at the Institute of Foreign Languages (IFL), Phnom Penh, 24 students were selected to participate in this 16-week action research. Students were initially introduced to a structure of a summary-response genre, and were encouraged to read a local newspaper The Cambodia Daily every weekday. Each week, students were required to submit one journal entry, in which they summarized one piece of news of their interest and responded to it. At the end of the 16 weeks, analysis on the contents of students' writing shows increase in their social awareness reflected in the sources of news they read and improvement in their ability to give critical responses to news they read. Implications for the use of journal and genre approach are discussed at the end of this paper.
Biodata:	VIRAK CHAN is currently a Visiting Assistant Professor in literacy and language at Purdue University. He obtained his Ph.D. in Culture, Literacy, and Language from

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Sub-themes:	Culture, Self and Identity in Language Education
Type of presentation	Paper
Proposal title	INTERCULTURAL LANGUAGE LEARNING AND IDENTITY DEVELOPMENT: CASES FROM SHORT-TERM IN-COUNTRY LANGUAGE IMMERSIONS
Proposal Abstract:	Intercultural contact can have a pivotal role in one's identity development, which is contextualized and continually (re-)constructed in one's experiences (Hall, 2012). Through study abroad programmes, learners are afforded opportunities to experience the target language culture at first hand and to participate in its sociocultural practices. Such experiences and interactions with the target language community mediate the vital intercultural processes of interpretation and meaning-making, the connection of new and existing cultural knowledge, and the critical appraisal of the target language and the native cultures. Especially the reflexive process of (re-)appraising oneself and one's own culture can trigger the re-examination and re-construction of one's identity. This presentation will relate and discuss cases of how short-term in-country language immersion (ICLI) can foster the "growth and transformation of identities" (Lave & Wenger, 1991). The analysis of data collected from participants of ICLI programmes in six different countries through journals, interviews, field observations and document inspections reveals that their experiences and interactions with target language community had prompted them to ask critical questions of their own culture and to re-construct their own personal identity. However, in general, such reflections culminated eventually in a better appreciation and the re-affirmation of their own culture and identity.
Biodata:	Wai Meng Chan (M.A., Uni Würzburg; Dr. phil., Uni Kassel) is an Associate Professor at the Centre for Language Studies of the National University of Singapore. His research currently focuses on intercultural language education, bilingualism and multilingualism, learner autonomy, metacognition, and new technologies in language learning.

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Type of presentation	Paper
Proposal title	SHORT-TERM IN-COUNTRY LANGUAGE IMMERSION AND INTERCULTURAL INTERACTIONS: TOWARDS A DATA-INFORMED DESCRIPTION AND CLASSIFICATION OF INTERCULTURAL MEDIATIONS
Proposal Abstract:	Earlier discussions in intercultural language learning had focused mainly on intercultural mediation as the intercultural speaker's ability to navigate different cultures and to act as an intermediary between them. Current research has expanded the discussions to include SCT-based views of intercultural mediation as the mental process of meaning-making and connecting new and existing cultural knowledge, as well as the scaffolding provided by others in this process. The current study is part of a larger project on the effect of short-term study abroad on the intercultural development of foreign language learners. It aims to identify, describe and classify instances of intercultural mediation, drawing on extensive data from student journals, interviews, field observations and document inspection. The results suggest that intercultural mediations can be broadly classified as being 'mediations for self' and 'mediations for others', a differentiation proposed by Liddicoat (private communication). They can be further elaborated and classified according to the mediators (e.g. teachers or homestay hosts), acts and events involved (e.g. explaining a new sociocultural practice or comparing a new culture with one's own culture), as well as the motives and reasons behind the mediations (e.g. to make sense of a new cultural experience).
Abstract in French	"L'immersion linguistique à court terme dans le pays de langue cible et les interactions interculturelles: Vers une description informatisée et une classification des médiations interculturelles" Les discussions antérieures sur l'apprentissage des langues interculturelles avaient principalement porté sur la médiation interculturelle, en tant que capacité de l'orateur interculturel à naviguer dans différentes cultures et à servir d'intermédiaire entre elles. La recherche actuelle a élargi les discussions pour inclure les points de vue de la théorie socio-culturelle sur la médiation interculturelle comme processus mental de création de sens et reliant les connaissances culturelles nouvelles et existantes, ainsi que l'échafaudage fourni par d'autres dans ce processus.

	La présente étude fait partie d'un projet plus vaste sur l'effet des études à court terme à l'étranger sur le développement interculturel des apprenants en langues étrangères. Il vise à identifier, décrire et classer les instances de médiation interculturelle, en s'appuyant sur des données exhaustives tirées de carnets de bord d'étudiants, d'entretiens, d'observations sur le terrain et d'inspection de documents. Les résultats suggèrent que les médiations interculturelles peuvent être largement classées comme étant des «médiations pour soi» et des «médiations pour autrui», une différenciation proposée par Liddicoat (communication privée). Ils peuvent être élaborés et classés selon les médiateurs (par exemple, enseignants ou hôtes), les actes et les événements impliqués (par exemple expliquer une nouvelle pratique socioculturelle ou comparer une nouvelle culture avec sa propre culture), ainsi que les motifs et les raisons de médiations (par exemple pour donner un sens à une nouvelle expérience culturelle).
Biodata:	Wai Meng Chan (M.A., Uni Würzburg; Dr. phil., Uni Kassel) is an Associate Professor at the Centre for Language Studies of the National University of Singapore. His research currently focuses on intercultural language education, bilingualism and multilingualism, learner autonomy, metacognition, and new technologies in language learning.
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Sub-themes:	Technology in Support of Motivation and Autonomy
Type of presentation	Paper
Proposal title	INTEGRATED LANGUAGE LEARNING & SOCIAL AWARENESS. THE ILLSA PROJECT

Proposal Abstract:	This teaching & learning project uses the online platforms Wix and FutureLearn to bring together foreign language students of universities in Hong Kong & in Europe. Funded by the University Grants Committee and under the topic of "Healthy Cities", it promotes initiatives on healthy living and sustainability in the urban environment. ILLSA broadens its participants' global vision by encouraging them to compare "healthy cities" practices and to practice their communicative skills in French, German, Italian and Spanish. ILLSA also aims to inspire the students' engagement in community actions. Each project cycle of around 8 weeks consists of the phases: Knowledge Gathering, Research, and Community Project. To complete the project, students need to create a portfolio with project activities and set up a Community Project of their own while collaborating in intercultural groups and completing small language tasks in their preferred project language. The paper will highlight the development of the project, its underlying theories and principles and the learning outcomes associated with its various activities.
Biodata:	Dr Tushar Chaudhuri is coordinator of the German Stream of the European Studies Programme at the Hong Kong Baptist University. He has previously worked at the Goethe -Institut in New Delhi and at the University of Gießen and regularly offers staff development workshops on E-Learning issues in Asia and Europe.
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Sub-themes:	Teacher Education and Development
Type of presentation	Poster
Proposal title	"WE HAVE TO MOTIVATE OURSELVES TO MOTIVATE OTHERS": CREATING A MOTIVATION WORKSHOP FOR ENGLISH TEACHERS IN JAPAN
Proposal Abstract:	This paper outlines a teacher-training workshop designed to address the problem of motivating instructors and learners of English in Japan. It first provides a brief overview of the relevant research to date on motivation and the Japanese English education context. It then explores a series of interviews with in-service Japanese high school teachers of English, which ultimately proved to be the impetus behind this study. Findings from an analysis of these interviews revealed a lack of learner motivation was the primary concern for in-service teachers. It also revealed that in-service teachers felt ill-equipped to deal with this problem. A workshop was then created to provide pedagogical support for Japanese teachers of English. Both pre-service and in-service teachers (n=20) attended the workshop. This workshop first involved examining the different factors that influence motivation, before moving on to showcase how the use of authentic materials by instructors can greatly enhance learner motivation. It concluded with a discussion of the specific problems that instructors typically face. Feedback from a post-workshop questionnaire suggests the workshop was highly successful. Finally, implications and future workshops are discussed.
Biodata:	Dr. Tony Cripps is a Professor of English at Nanzan University, Japan. His research interests include autonomy, motivation, material design, MOOCs, pedagogical

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Type of presentation	Poster
Proposal title	A BLENDED INSTRUCTIONAL MODEL FOR MOTIVATING LANGUAGE LEARNERS
Proposal Abstract:	The widespread use of internet in teaching foreign languages and the application of new technologies have opened new dimensions in foreign language acquisition. The internet allows for leaving the classroom virtually, finding authentic and topical teaching resources in the target language. All these technological advancements encourage the learner to study more and more independently, at his own pace and according to his own interests. Therefore, the role of the teacher has changed fundamentally since teaching is more and more a matter of guiding and motivating the learner in his or her learning path. This poster presentation will focus on a new language learning project at a higher education institution that combines traditional classroom activities with online methods in teaching foreign languages. The project is aiming at reaching language competence levels expected by the job market, and also developing a language teaching program which matches the students' needs and interests and which is adjusted to their new learning routines. Special attention is paid to show how teachers can incorporate the internet sources in language teaching in order to raise students' autonomy and to strengthen their identity development and also to make language learning more effective and enjoyable.
Biodata:	Mária Czellér PhD. is an associate professor and head of the Institute of Business Communication and Professional Language Studies at the University of Debrecen, Hungary. Prior to her present position, she worked in France on a six-year bilateral contract as a visiting lecturer at the University of Strasbourg.
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Sub-themes:	Other Relevant Topics
Type of presentation	paper

Proposal title	UNLEASH THE ORCHESTRATORS! ENABLE THE COLLABORATORS!
Proposal Abstract:	Attempts by educators to become 'orchestrators' and develop meaningful intercultural languages programs enabling learner 'collaborators'in the Senior years of schooling face a number of obstacles - misconceptions caused by assorted definitions of the term 'intercultural competence'; the inadequacy of the term 'competence' (when what modern global students need is the applied level better termed 'intercultural capability'); and the prevailing tensions between systemic imposts and what is needed for learner-centred, transformative education. The researcher will discuss her mixed method ethnographic study focussed on eight Senior years school language teachers in Queensland. The study aims to explore what understandings, questions and definitions about intercultural language teaching and learning these teachers articulate; how they perceive their diverse students and their intercultural capacity; whether and how their enacted practice is designed to unearth that; and to what extent their students are given agency in relation to intercultural language use.
Biodata:	Cynthia's intercultural engagement spans primary industry, investment analysis, tourism and extensive classroom languages teaching. All inform her appreciation that learner motivation, and recognising lived experience, underpin meaningful intercultural FL interaction. Cynthia is active in researching intercultural capability-building, and developing and facilitating professional learning, as both professional leader and consultant.
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Sub-themes:	Technology in Support of Motivation and Autonomy
Type of presentation	Paper
Proposal title	NEW WAYS OF INDEPENDENT LANGUAGE LEARNING IN STUDY ABROAD: HOW TECH-SAVVY YOUNG PEOPLE ENGAGE WITH LANGUAGE ABROAD
Proposal Abstract:	Study abroad presents some of the most fascinating contexts for investigating language learning, since it provides vast and ongoing opportunities to engage with and 'live in' the target language. Moreover, participants are often required to seek out ways to develop their language ability independently and autonomously while negotiating unfamiliar social contexts and new ways of being. Drawing on an investigation of 100 Japanese high school students, this presentation will show how technology is now an essential element of language learning contexts abroad, connecting with participants' imagined identities and enhancing their L2 social interaction, networking and autonomous learning. The investigation analysed surveys, interviews and social media data of a year-long program, covering 20 destination countries and 13 second languages in total. Critically, I will argue that the current ubiquity of mobile technology is providing individuals with increased autonomy and new possibilities in managing and pursuing their own learning.
Biodata:	Levi Durbidge is a Doctoral candidate at Monash university, Australia. His current research looks at the learning experiences of internationally mobile youth and how

	they are affected by wider social and environmental factors. Research interests include language learning, identity, international mobility, language beyond the classroom and learning environments.
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Type of presentation	Poster
Proposal title	ADVISING AND PEER SUPPORT STRUCTURES TO HELP LANGUAGE LEARNERS BRIDGE KNOWN GAPS IN ENGLISH-MEDIUM CONTENT MOOCS
Proposal Abstract:	The New York Times dubbed 2012 "The Year of the MOOC". Many have believed MOOCs to have great promise, while their critics often point to low completion rates as evidence of their failings. Many MOOCs, however, are not synonymous with traditional courses, and thus many students do not take them as they would traditional courses. Accounting for this diversity of approaches, completion and goal attainment rates are not as dismal as they might seem. While there is still reason to hold hope for the opportunities MOOCs can provide and room for them to further grow and develop in the future, there do remain a number of difficulties in helping students on the courses attain their individual goals. This is evidenced by a growing body of research, highlighting affective factors such as motivation and identity, meta-cognitive factors including learning strategies, and other aspects of self-regulation such as time management. This paper details an elective course at an international university in Japan, in which students develop knowledge of MOOCs and take an English-based content MOOC of their choice. It identifies known MOOC difficulties, then details interventions via the elective course structure, which has been developed and is taught by learning advisors.
Biodata:	Curtis Edlin is a learning advisor and co-resource coordinator in the Self-Access Learning Center at Kanda University of International Studies. He holds an MATESOL from SIT Graduate Institute and has been working in language education for over 10 years. His research interests include learning environments, MOOCs, and open courseware.
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Sub-themes:	Motivation and Identity in Second Language Acquisition
Type of presentation	Paper
Proposal title	TEENAGERS' PRE-STUDY ABROAD L2 MOTIVATIONAL NARRATIVES
Proposal Abstract:	Jackson (2016) identified a gap in focus on pre-departure data in Study Abroad research. This paper examines the motivational profiles of language learners prior to

	their participation in high school study abroad programs. Through in-depth narrative interviews (Wengraf, 2001), the pre-departure narratives of 12 high school learners of French were analysed through Positioning Analysis (Bamberg, 1997). The main themes were identified and the narratives of the participants were explored in some linguistic detail and compared against other participants' narratives. Factors such as contact with members of the target language, travel, parental input and relationships with teachers were found to be key to fostering an ongoing interest and curiosity in learning French. This work also contributes to the still very small body of study abroad research focusing on high school students. Bamberg, M. (1997). Positioning between structure and performance. Journal of Narrative and Life History, 7(1–4), 335–342. Jackson, J. (2016). The language use, attitudes, and motivation of Chinese students prior to a semester-long sojourn in an English-speaking environment. Study Abroad Research in Second Language Acquisition and International Education, 1(1), 4–33. Wengraf, T. (2001). Qualitative research interviewing biographic narrative and semi-structured methods. London: SAGE. Retrieved from http://srmo.sagepub.com/view/qualitative-research-interviewing/SAGE.xml
Biodata:	High school language teacher for 13 years and PhD candidate, my research interests focus on the motivation of teenage language learners and study abroad research. I aim to contribute to improvements in foreign language teaching and in students' outcomes.
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Type of presentation	Paper
Proposal title	MOTIVATION AND AUTONOMY IN HINDI ONLINE ASSESSMENT ACTIVITIES
Proposal Abstract:	What are the challenges that are presented to Hindi language teachers by the need to develop online assessment activities to be equivalents to on-campus assessment activities and promote motivation and autonomy in language learners? In this report on work in progress I discuss the background assessment in Australian Hindi distance education programs, and current online education providers' attempts to produce meaningful invigilated online assessment activities. I propose that we need to develop assessment activities which are equally suitable for online, on-campus and blended learning students and promote motivation and autonomy in students learning habits. I show examples of earlier on-campus and online assessment tasks and examples of current online assessment activities. I also compare my own Hindi assessment activities with those being used in other online language teaching at ANU. I highlight also differing assumptions being made in diverse languages about marking for completion or accuracy and the importance given to different skill sets in the pedagogical approaches promoted in East Asian, South East Asian and South Asian languages. I conclude that adopting new forms of online assessments offer a chance to develop assessment strategies which motivate students to become

	autonomous language learners in flipped classroom online language teaching contexts.
Biodata:	Peter Friedlander is Senior Lecturer in Hindi at the Australian National University in Canberra. After learning Hindi in Varanasi he completed a BA and PhD at London University. He then taught at La Trobe University Melbourne and the National University of Singapore. His research is on language, religion and politics.
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Sub-themes:	Instructional Approaches and Methods
Type of presentation	Paper
Proposal title	VIDEO PRODUCTION IN FRENCH: IMPACT ON DEVELOPING STUDENTS' CRITICAL THINKING
Proposal Abstract:	Development of critical thinking is not only important among university students, but also essential for students who have reached a proficiency level in French language corresponding to DELF B1, or lower intermediate. Nanyang Technological University (NTU) students at lower intermediate level of French are required to produce digital videos, taking a definitive stand, on global issues or topics related to the French society. These videos are watched by their classmates who provide their comments using the class discussion board and students who have produced the videos are then required to defend their opinions and provide clarifications. The objective of this study is to assess the quality of the students' video production with reference to content, fluency and arguments on the chosen topic. The method includes an assessment of the impact of the video based on tutors' assessment using a pre-designed answer key as well as students' perceptions through a survey. Results suggest that the production of a video increased students' critical thinking, ability to work in group as well as oral communication skills and confidence in French language. This study reveals that a video is a good tool for developing students' critical thinking skills in a French language course.
Biodata:	JEAN FRANÇOIS GHESQUIÈRE is a French Language Coordinator at Nanyang Technological University (NTU), Singapore. He is also an official examiner, assessor, and instructor for DELF/DALF. He participated in a Virtual Language Table project for French language and is currently embarked in a flipped classroom project.

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Sub-themes:	Instructional Approaches and Methods
Type of presentation	Paper
Proposal title	DEVELOPING AN E-PORTFOLIO SYSTEM FOR TEACHING AND LEARNING JAPANESE
Proposal Abstract:	This paper will report on an ongoing project exploring the potential for using social media tools to create E-portfolio systems. The aim of the project is to clarify the learning processes in learning Japanese as a foreign language. In the first year of the project, students at The University of Manchester, UK produced translations of a Japanese novel, which were shared with native speakers of Japanese at Kobe University, who gave feedback, and also provided their own translations for comparisons. We also collected data on student reflections on their learning in the form of reports and audio recordings which were shared in the e-portfolios. In the second year of the project, students learning Japanese at the University of Melbourne, Australia produced translations of political texts, gave online presentations, and submitted essays to trainee teachers of Japanese as a foreign language at Kobe University who gave feedback on these output products. The data from these projects is being analyzed to see how feedback in the form of e-portfolio data can promote reflection and lead to autonomous learning. In addition the potential for using YouTube as an e-portfolio tool is also being explored and will be included in the discussion here.
Biodata:	I am teacher of Japanese as a foreign language to international students at Kobe University in Japan, and also teach Applied Linguistics and SLA to postgraduate students. I have been actively researching the use of ICT in language learning while working in the UK, Australia and Japan.
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Sub-themes:	Motivational Strategies for Teachers and Learners
Type of presentation	Paper
Proposal title	OUT OF THE ORDINARY: THAI LANGUAGE AS SOCIAL AND CULTURAL CAPITAL OF FEMALE MIGRANT WORKERS IN LITTLE MYANMAR, MAHACHAI
Proposal Abstract:	Nearly zero knowledge about Thai language when most female migrant workers from Myanmar first arrived in Mahachai, the port town west of Bangkok where majority of Myanmar migrant workers relocated themselves for the fishing industry. Thai language was picked up systematically by learning on the job and self-studying. Direct and indirect supports from various parties proved to be vital factors for their success. The language skills they acquired have enabled them to have more confidence in their workplaces, to insert themselves in the receiving country smoothly and conveniently, to gain access to further formal education out of work hours, and more importantly to empower them in seeking for upward mobility. This paper explores how female Myanmarese workers in Mahachai used

	Thai Language skills to achieve their higher-work status which prepared them to gear towards the societal mobility, and at the same time to gain other forms of social and cultural capital in Thailand. The paper employs qualitative research for unpacking the issue in the question using in-depth interviews with the migrants from difference socio-economic backgrounds, focus groups, and participatory observation. The paper is theoretically informed by scholarly debates in the fields of transnational migration, social & cultural capital, and socio-linguistics.
Biodata:	Wimonsiri Hemtanon is the Director of the Intercultural Studies and Languages Program, Mahidol University International College, Thailand. Her recent book is "Out of the Ordinary: Females Migrants workers from Myanmar and their Transnational Lives in Thailand". She is now working on Multicultural Competency and Transnational Mobility in ASEAN project.
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Sub-themes:	Instructional Approaches and Methods
Type of presentation	Paper
Proposal title	IN MY CULTURE: ANALYZING NURSING STUDENTS' INTERCULTURAL COMPETENCE THROUGH CROSS-CULTURAL NURSING PRESENTATION PLANS
Proposal Abstract:	As international travel and trade in Asia continue to flourish (The World Bank, 2018), health care systems able to work with patients from diverse cultural backgrounds become increasingly necessary. This paper will discuss an English course focused on intercultural competence to prepare nursing students for the likelihood of communicating with and caring for patients from other cultures. The course was mainly comprised of a series of talks given by guests with different cultural identities and involved student groups doing preparatory background research on guests' cultures, listening to the guests' talks, and presenting reviews of the talks. Data were collected over two years from a pre- and post-course presentation plan, in which students were to include cultural information relevant for a foreign nurse caring for someone from the students' native culture. This paper will discuss pilot findings from the first year, which demonstrated that students were able to include more relevant content in their post-course plan than the pre-course plan, though overly focused on overt cultural aspects such as food. Results from the second year are also presented, in which explicit instruction of cultural aspects relevant to students' nursing study elicited significantly more diverse content relevant to cross-cultural nursing care.
Biodata:	Joel Hensley is an assistant professor of English at Miyazaki Prefectural Nursing University. His teaching and research focus on providing authentic language use opportunities for non-English major university students, incorporating fluency-oriented oral interaction with English for specific purposes content, including intercultural communication.
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Sub-themes:	Culture, Self and Identity in Language Education
Type of presentation	Paper
Proposal title	LANGUAGE TEACHERS' IN-BETWEEN IDENTITIES AND WHAT THEY WANT STUDENTS TO LEARN
Proposal Abstract:	As Kramsch described, multilingual speakers can occupy many positions simultaneously depending on which language they choose to use, with whom, on which topic, and depending on the different memories evoked by different codes as well as the different expectations each of these codes raises in their interlocutors or in their readers. In this presentation, we will discuss the multilayered identities of language teachers. Even if they can be defined as intercultural mediators while explaining or interpreting the target culture of their student, is the way they identify themselves between two cultures fixed? How do their own experience and present positioning influence their attitude on students' intercultural learning? Based on these questions, we interviewed teachers of Japanese and Korean in France and teachers of French in Japan, i.e. who work in an environment where students live far from the target culture. Our analyses reveal that their intercultural identity perceived in and outside the classroom varies according to their experience of otherness, whereas they collectively value students' reflexivity developed by autonomy in intercultural learning. Kramsch, C. (2009). The Multilingual Subject. Oxford University Press. Zarate, G et al. (2003). Médiation culturelle et didactique des langues. Conseil de l'Europe.
Abstract in French	"L'identité « entre-deux » des enseignants de langue et leur objectif vis-à-vis de leurs étudiants dans un espace interculturel" Kramsch écrit ceci : "Multilingual speakers can occupy many positions simultaneously depending on which language they choose to use, with whom, on which topic, and depending on the different memories evoked by different codes as well as the different expectations each of these codes raises in their interlocutors or in their readers" (2009: 20). Dans cette présentation, nous voulons aborder l'identité « millefeuille » des enseignants de langues. Même s'ils peuvent être définis comme des médiateurs interculturels aidant les étudiants à interpréter la culture cible, se positionnent-ils en toute occasion de la même manière, c'est-à-dire entre deux cultures ? Comment leurs propres expériences de la mobilité influent-elles sur leur attitude à l'égard de l'apprentissage interculturel ? Sur la base de ces questions, nous avons mené des entretiens avec des enseignants dont les étudiants vivent loin de la culture cible, comme des professeurs de japonais ou de coréen en France, de français au Japon. A l'issue de cette enquête, il nous semble que, si ces enseignants perçoivent des variations dans leur identité interculturelle selon qu'ils se trouvent dans ou hors de la classe, ils ont néanmoins en commun de valoriser la réflexivité atteinte en toute autonomie par les étudiants.
Biodata:	Mariko Himeta is Professor of French language and plurilingualism at the Faculty of Foreign Languages at Daito Bunka University, Japan. Associate member of

	PLIDAM, INALCO, France. Her research focuses on students' language biographies and intercultural competence.
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Sub-themes:	Instructional Approaches and Methods
Type of presentation	Paper
Proposal title	PROMOTING LEARNER AUTONOMY IN EXTENSIVE READING THROUGH POST-READING ACTIVITIES
Proposal Abstract:	Learner autonomy is a key element to mastering a foreign language since it encourages students to reflect on and assess their learning process, strategize, and set goals (Holec, 1981). To promote autonomous learning in reading courses, Extensive Reading (ER) is commonly promoted because students can select the material they read which leads to a more positive attitude toward both reading and learning in the target language (Day & Bamford, 1998). However, learner autonomy can also be encouraged through a variety of post-reading activities, not just in reading selection. This paper will explain the benefits of assigning a variety of book reports for post-reading activities, introduce 15 types of book reports that were used in two first-year reading classes at a private university in Japan, and explain how these reports were introduced. Finally, this paper will present survey results of student attitudes toward the book reports and effects this variety had on student word counts.
Biodata:	John Howrey is currently a Professor and Senior Language Instructor in the Foreign Language Education Center at Nanzan University in Nagoya, Japan. He has been teaching ESL/EFL for over 25 years in both the United States and Japan and has authored over 25 articles.
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Sub-themes:	Motivation and Identity in Second Language Acquisition
Type of presentation	Paper
Proposal title	CHANGES OF LEARNERS' MOTIVATION AND IDENTITY IN LEARNING INDONESIAN AS A FOREIGN LANGUAGE
Proposal Abstract:	Research in second language acquisition has recognized the significance of learners' motivation as one of the key factors to promote success in language learning. Dörnyei (2005) proposed the L2 Motivational Self System theory that places emphasis on the importance of selves and learning experiences in motivating learners to continue learning the target language. The L2 Motivational Self System consists of the three

	dimensions namely the Ideal L2 self, the Ought-to self, and L2 Learning experience. Based on this framework, the study aims to investigate learners' motivation to learn Indonesian as a foreign language as they progress along their learning journey from beginner to intermediate level. It explores the changes in learners' motivation over time in different levels and illustrates how the learning process that includes classroom instruction, various cultural projects and field trip has influenced learners' motivation and identity in acquiring the target language.
Biodata:	Miss. Indrianti received her Master of Education from Boston University, USA. She is currently working as an Indonesian Lecturer in Centre for Language Studies, National University of Singapore. Her research interests are in the area of Applied Linguistics includes Second Language Acquisition, Sociolinguistics, Intercultural Studies and Drama Education.
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Type of presentation	Paper
Proposal title	TEACHING NOUN CLASSIFIERS IN MALAY AS FOREIGN LANGUAGE
Proposal Abstract:	The quantification of a noun in Asian languages requires the modification of the noun stem with a number and a specific classifier. Noun classifier justifies for a lesson unit in the curriculum of Malay foreign language so that learners may not assume Malay noun phrase and English noun phrase are structurally identical. Noun classifiers present cross-cultural worldview on the way in which noun references are enumerated in Malay speech. Selecting an accurate noun classifier is reflective of one's command in foreign cultural intelligence hence the acquisition of noun classifier is useful to Malay maintenance. We discuss the pedagogy of Malay classifier originally developed for delivering 15 classifiers involving an inductive approach to solicit learning motivation. Type and token in nouns form a basic understanding to noun classifier coupled with selected visuals for providing a major connective to a basic category that a classifier iterates. Cultural generalisation is offered as secondary explanation to round off the understanding. Debunking the bias against memorization, the approach is a means to acquiring sebentuk cincin in Malay; like we would memorise a school of fish. Comparison is the approach to separating nouns that collocate with more than one classifier. This pedagogy ends with hands-on practice.
Biodata:	Jyh receives a Long Service Award for teaching Malay at NUS. He published 4 books and articles in Achipel, Akademika, California Linguistic Notes, Electronic Journal of Foreign Language Teaching, GEMA, Issues in Language Studies, Kajian Malaysia, Kemanusiaan The Asian Journal of Humanities, Language Sciences, Malaysian Journal of Communication, and WORD.
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Sub-themes:	Motivational Strategies for Teachers and Learners
Type of presentation	Paper
Proposal title	QUALITATIVE ANALYSIS OF PRIMARY SCHOOL ENGLISH LESSONS IN JAPAN IN TERMS OF STUDENTS' ENJOYMENT AND MOTIVATION LEVELS
Proposal Abstract:	In Japanese primary schools, English is usually team-taught by homeroom teachers (HRTs) and assistant language teachers (ALTs), who are native or near-native speakers. The main reason for the team-teaching (TT) system is that over 90 percent of Japanese primary school HRTs do not have any English teaching licences and they need help. Some students enjoy such TT English lessons a great deal and display a high motivation to learn English, whereas others do not show any favourable attitudes toward such TT lessons, or even English itself. One of the findings in the presenter's previous studies indicated that having an English licence had no impact on students' enjoyment of English lessons or on their motivation to learn. This study thus aims to discern any characteristics of TT English lessons that influence 1) students' enjoyment of English lessons and 2) motivation levels, through a qualitative analysis of videotaped lessons. Lessons are analyzed in terms of such factors as teacher-student interaction, student-student interaction, and the nature of language activities involved in lessons
Biodata:	Dr. Shin'ichi Inoi is a professor at Department of English, College of Education, Ibaraki University, Japan. His research interests include second language acquisition, discourse analysis, primary school English education, and pre-service and in-service teacher training.
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Sub-themes:	Learner and Teacher Autonomy
Type of presentation	Paper
Proposal title	FOSTERING LEARNER AUTONOMY THROUGH LEARNER TRAINING IN A THAI EFL CONTEXT
Proposal Abstract:	Learner autonomy has become an important educational goal, especially in language education. Despite this, little is known about how teachers go about developing learner autonomy in the classroom. This makes it difficult to determine the success or otherwise of such approaches. It is therefore interesting to investigate how teachers go about encouraging learner autonomy, especially in contexts where teachers are generally expected to be in control. This paper reports on an investigation into how teachers in one such context, at a large urban university in Thailand, foster learner autonomy in their classrooms. During the period of 10 weeks, the classroom teaching practices of each of the three teachers teaching English as a compulsory subject classes were observed three times. The classroom observations focused on how they trained their students to learn and how they created classroom environment to

	encourage learner autonomy. These were followed by semi-structured interviews to investigate teachers' reasons behind those practices. The results showed that teachers supported learner autonomy by providing students with choices regarding classroom activities and assignments, and trained students to manage their learning by suggesting cognitive strategies and raising students' metacognitive knowledge.
Biodata:	Chatrawee Intraboonsom is a PhD candidate in Applied Linguistics at the School of Liberal Arts, King Mongkut's University of Technology Thonburi, Thailand. Her thesis is concerned with how to develop learner autonomy. Her areas of interest are teacher autonomy, learner autonomy, students' and teachers' beliefs.

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Sub-themes:	Instructional Approaches and Methods
Type of presentation	Paper
Proposal title	TEACHING CRITICAL WRITING SKILLS IN THE DIGITAL AGE: FAKE NEWS AND THE RASHOMON EFFECT
Proposal Abstract:	This paper describes a project designed to teach critical English research and writing skills to second year university English majors in Japan. The author determined that prior to learning how to write a graduation thesis in English with citations and references, the students needed assistance in improving their English writing skills and developing critical skills necessary to gather, evaluate, analyze and present information. With this in mind, the film Rashomon is used in this class as a device to teach students these skills. Rashomon portrays four contradictory stories told by four different witnesses regarding the death of a samurai. Prior to viewing the film and beginning their writing, students are instructed in how to use a process writing worksheet to look for specific information, especially the differing stories, and then consider which aspects of whose testimony are believable and why. This is followed by group discussions on the worksheet questions that will become paragraphs in a text of 1500 words. The paper concludes that with sufficient guidance and rewrites, all students will succeed in improving their English writing skills and many will come to appreciate the need to critically evaluate sources.
Biodata:	Dr. Craig Jacobsen is a professor in the College of Global and Regional Culture at Okinawa International University. He is especially interested in the foreign/local and native/nonnative dichotomies in foreign language teaching.
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Sub-themes:	Learner and Teacher Autonomy
Type of presentation	Paper
Proposal title	DEVELOPING LEARNER AUTONOMY IN THE HONG KONG SECONDARY SCHOOL CLASSROOM
Proposal Abstract:	Seen as beneficial, learner autonomy has transformed teachers' classroom practices in many ways. However, only few have investigated the strategies used in those classroom practices in the Hong Kong context. Capitalising on the in-depth nature of qualitative research, this study draws on the interviews with three local English teachers to see how they develop learner autonomy in the Hong Kong secondary classroom and what influences those autonomy-based classroom practices. It is found that the notion of learner autonomy is generally embraced although it seems that the classroom practices are not purely shaped by learners. Instead, classroom practices are mainly guided (but not constrained) by the Scheme of Work because the implementation of the Scheme of Work can indeed grant flexibility and professional freedom to teachers in terms of a flexible teaching sequence and optional lesson activities. Under the guidance of the Scheme of Work, the participants reported to have utilised a range of strategies to enhance learner autonomy. Teachers are found to be agents of learner empowerment and reflective practitioners whereas students are encouraged to learn proactively and independently with teachers' presence. Besides, this study also reveals some personal and institutional factors that influence teachers' autonomy-based classroom practices.
Biodata:	Wing Yin takes pleasure in finding his niche in teaching and researching on teaching. He holds a BA (first-class) in English, a BEd (first-class) in English Language Teaching and a MA in Linguistics. His footprints were once in tertiary institutions. He now teaches English in a Hong Kong secondary school.
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Sub-themes:	Motivation and Identity in Second Language Acquisition
Type of presentation	Paper
Proposal title	PORTUGUESE AND SPANISH LANGUAGE LEARNING MOTIVATION IN MACAU: A COMPARATIVE CASE STUDY
Proposal Abstract:	Both practitioners and academic professionals consider motivation as one of the key factors in effective second/foreign language (L2) learning. Yet, against an exponential growth in research on the motivation of learning English as L2, the study of languages other than English (LOTEs) (Dörnyei & Al-Hoorie 2017) has lagged considerably. This research aims to contribute to a better understanding of foreign language learning motivation, focusing on Portuguese and Spanish. We explore possible differences for Chinese language students at the Macau University of Science and Technology (M.U.S.T.) in Macao, China. 181 Portuguese and Spanish major students were asked to participate in a survey based on a wide-ranging questionnaire. We will discuss preliminary findings on: (a.) possible correlations

	among the motivation variables within the Spanish and Portuguese majors; (b.) identifying and comparing the level of importance of the motivation variables. Additionally, we shall examine whether Portuguese and Spanish language learning motivation is related to either or both (d.) age and (e.) gender.
Biodata:	Oksana Kharlay holds a PhD in General Linguistics, a TESOL Certificate from the University of Queensland, Australia, and a Cambridge DELTA. She is an assistant professor at M.U.S.T. university, Macau, China. Oksana's main interest lies in the field of learners' motivation and second language acquisition.
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Sub-themes:	Technology in Support of Motivation and Autonomy
Type of presentation	Poster
Proposal title	APPLICATIONS OF BLOCKCHAIN TECHNOLOGY IN EDUCATION
Proposal Abstract:	Blockchain is a decentralized Internet-based software application that guarantees truth in transactions. This means whenever two parties engage in a transaction using Blockchain, it is time-stamped, added to a block of other transactions, and then permanently attached to an unalterable 'chain' of blocks. The potential for developing applications with Blockchain is therefore immense, since software systems that ensure the impossibility of outside tampering are invaluable. Innovative ideas in every imaginable domain are presently being entertained and Blockchain in education is no exception. For instance, records kept within and between institutions of students' grade performance, academic achievement and verification of assignment/course completion are just a few examples of how this new technology might potentially be used to revolutionize education. This presentation will begin by briefly explaining how blockchain technology works. Then, after highlighting a few of the ways it promises to heavily impact all aspects of the digital landscape, the focus will shift to Blockchain in the field of education, with specific emphasis placed on practical applications in foreign language education.
Biodata:	Dr. Larry Kimber is a Professor of English at Fukuoka University, Japan. His research interests include bilingualism, English as a lingua franca, intercultural communication, and motivation.
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Sub-themes:	Technology in Support of Motivation and Autonomy
Type of presentation	Paper
Proposal title	ICT, A MOTIVATING TOOL: A CASE STUDY WITH PADLET

Proposal Abstract:	In recent years ICT has become indispensable tool in language education. This study analyses success of a learning activity designed with Padlet, a software. The participants are EFL secondary school students studying at the Japanese School in Singapore. The objective of the study is to empirically examine how Padlet activity could be used in motivating students to take ownership of their learning and become autonomous learners. The 15 participants in the study are secondary three students, between 14 and 15 years old with upper-intermediate level of proficiency in English which corresponds to B1/A2 for CEFR. Along with Padlet, the students are also required to use Chromebook for research and preparation for their presentation. In this group activity, all the students are expected to use KWL (know, want & learned) chart to help in learning, and to choose either org chart or storyboard from the templates for their presentation at the end of this unit. The findings suggest that the use of a new software such as Padlet along with Google documents or slides that are already familiar to them highly motivates them to connect the use of technology with content of learning and achieve better outcomes.
Biodata:	Masami taught at The Singapore Japanese School (Secondary) from 2014 to 2018. She received a BA in English from Mukogawa Women's University, Japan and a Masters degree in English for Specific Purposes (ESP) from University of Warwick, UK. She also worked at universities in Singapore, Ireland and Japan previously.
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Sub-themes:	Culture, Self and Identity in Language Education
Type of presentation	Paper
Proposal title	THE IMPORTANCE OF SYMBOLIC VALUES IN THE FOREIGN LANGUAGE LEARNING PROCESS : BETWEEN MOTIVATION AND IDENTITY
Proposal Abstract:	In France, studies conducted by the ministry of Education in 2015 have shown that the main incentive for foreigners to learn French is the discovery of the French culture. Such findings illustrate the symbolic value of a culture in the foreign language learning process. In addition to this, the culture of a country seems to be determining in the identity exploration process of the learners, as a way to get a better vision of themselves though learning a foreign language. How mastering a second language create in ourself a new identity? And how this new identity can help, with the symbols and the culture of a language, to get a better motivation from the learners? Firstly, we will talk about the link between multilingualism and plural identities in the learners, and identify the possible positive effects of a new identity based on the positive ways we see the culture of the other language we learn. Secondly, we will examine the different ways in which the culture and "elite culture" (literature, history, philosophy) is a part of the identity and can be used as a tool to motivate the learners. We'll also focus on the methods and supports we can use.
Biodata:	Lecturer at : - Institute of French Studies (University of Strasbourg) - Institute of Translators (") - Business School (") - 3 Master degrees in Contemporary History, Political Sciences and Didactics of foreign language Research fields : French

	Civilization, Didactics of French Civilization, Didactics of French as a Foreign Language.
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Sub-themes:	Motivation and Identity in Second Language Acquisition
Type of presentation	Poster
Proposal title	FACTORS THAT MOTIVATE STUDENTS TO USE OR NOT USE A SOCIAL LEARNING SPACE
Proposal Abstract:	In addition to the wide variety of resources and services typically offered by self-access learning centres (SALCs), there has recently been increased focus on the provision of social learning spaces (Murray & Fujishima, 2015). While such communities of learning are valued by many students as an opportunity to practice the target language in an informal, relaxed environment, there are also students who choose not to use these spaces for a variety of reasons. Students' motivations for using or not using an "English Lounge" at a SALC in a Japanese university were explored as part of a longitudinal ethnographic study. This wider study investigated the role of the space in the development of learner autonomy and the construction of L2 identity. This presentation draws on data from observations of the lounge, a university-wide survey of students, and interviews with both frequent users and non-users. A summary of the findings will be presented to give insight into their varied motivations and how their learner identities and beliefs influence their choices as they navigate the options available to them in the SALC. Suggestions will also be given of how to encourage and support student participation in such spaces and other out-of-class L2 interactions.
Biodata:	Bethan Kushida is a Principal Lecturer at Kanda University of International Studies, Japan. She also has experience of teaching at the secondary and tertiary levels in the UK, France and the Dominican Republic . Her research interests include learner autonomy, identity and motivation.
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Sub-themes:	Instructional Approaches and Methods
Type of presentation	Paper
Proposal title	DOES THE TEXTBOOK MATTER? THE ROLE OF THE LANGUAGE TEXTBOOK IN FOSTERING STUDENTS' MOTIVATION TO LEARN

Proposal Abstract:	An important curricular decision for language instructors or coordinators is which textbook to adopt for a particular course or level. Although the rationale to use language textbooks is often questioned, they arguably provide a ready-made syllabus and course structure for the instructor and a roadmap for students to navigate the key topics and ideas in a course. In this session I will discuss the creative tension between the ways in which language textbooks aim to foster integrative motivation (Gardner, 1985) in language learners and the need for instructors to deliver effective and engaging teaching in the language classroom. I will focus on two key issues using the beginning and intermediate Spanish textbooks used at Yale-NUS College. First, I will analyze how culture is integrated in these textbooks and the role of authentic and pseudo-authentic materials in language learning as a motivational factor. Exposure to the target culture and subcultures can contribute to integrative motivation among language learners. The second area of investigation is how the affordances of a particular medium (electronic textbook vs. print version) can support second language acquisition and contribute to students' motivation to learn another language.
Biodata:	Dr. Lage-Otero teaches language and culture courses in Hispanic Studies at Yale-NUS College, a small Liberal Arts College in Singapore. He received his PhD from New York University's Program in Educational Communication and Technology and has taught at Washington University in Saint Louis and Trinity College (USA).
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Sub-themes:	Teacher Education and Development
Type of presentation	Paper
Proposal title	ENHANCING AWARENESS OF LINGUISTIC VARIATION IN CHINESE CHARACTERS FOR TEACHERS
Proposal Abstract:	"Hong Kong and Taiwan adopt the same standard of the traditional forms of Chinese characters." "Characters are pronounced only in those ways specified in the dictionary." These are some simplistic notions that teachers commonly hold about the standard of correctness of characters. If we closely examine how characters are actually used in everyday practice, despite being uniform on the whole, there exists subtle linguistic variation in characters. This presentation reports on our endeavor to enhance teachers' awareness of linguistic variation in characters in a teacher education course. In the course, we focus our discussion on the commonly used characters taught in the curriculum. As native Chinese speakers, most teachers can use the suitable forms of the characters in daily usage. Problems arise when teachers evaluate the correctness of the forms used by the learners, which are different from those of the standard. Thus, we believe, teachers need to have a deeper understanding of the existing variation in characters such that they can respond to the learners in a more appropriate way. Our belief is that teachers should handle the standard and the variation critically, rather than dogmatically as rules that they must follow.
Biodata:	Lam, Ho-cheong is Assistant Professor and Associate Head of Department of Early Childhood Education, the Education University of Hong Kong. His research in

	children's learning of Chinese characters began in undergrad study and is well-known for the Dragonwise Projects. He has over a decade of experience in kindergarten teacher education.
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Name:	Assistant Prof Lee, Hsiao-chien
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Sub-themes:	Technology in Support of Motivation and Autonomy
Type of presentation	Paper
Proposal title	YOUNG ADULTS TELLING DIGITAL STORIES TO CONSTRUCT IDENTITY AND BUILD PEER RELATIONS: AN EMPIRICAL STUDY AT A TAIWANESE EFL JUNIOR COLLEGE CLASS
Proposal Abstract:	Telling digital stories, personal narrative created using multi-media, has been seen as an effective way to enhance student language learning. In particular, literature reviewed suggests that digital stories benefit young adults as the stories told have helped them build both ethnic and national identities. To see how digital storytelling also helps young adults create collectively a sense of community while co-constructing identities, a class of 45 Taiwanese EFL junior college students, aged 17-19, participated voluntarily in the study. Individual students created 2-3 minutes of videos with self-chosen themes. The videos were shared on the interactive multimedia online tool, VoiceThread, and received multimedia comments from peers. Qualitative data collected and analyzed include student-created videos, student reflective surveys, and follow-up interviews with randomly chosen students. The content analysis and discourse analysis methods were employed to analyze the data. The preliminary findings suggest that the students found the learning task interesting and adding an entertaining flavor to their English learning experiences. When peers watched each other's videos and gave feedback, a sense of community was developed. It was particularly noticed that the students used certain approaches to co-construct identities as teenagers with their class members. Pedagogical suggestions are thus provided.
Biodata:	Hsiao-chien Lee is an associate professor at the Foreign Language Education Center of National Kaohsiung University of Science and Technology, Taiwan. She earned her Ph.D. in Learning, Teaching and Curriculum at University of Missouri. Her research interests include CALL and using multimodal tasks to involve EFL learners in authentic learning.
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Name:	Assoc. Prof Lee, Sangmok
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Sub-themes:	Instructional Approaches and Methods
Type of presentation	Poster
Proposal title	THE EFFECTS OF USING MULTIMEDIA ON LANGUAGE LEARNING

Proposal Abstract:	This research aims to clarify the process and mechanism of lexical meaning acquisition in foreign language learning using multimedia. Multimedia as a resource to transfer language information in its most natural form has been widely researched. However, most previous studies have been mainly focused on its effects such as maintaining motivation and cost reduction. Successful acquisition and use of language require memory storage of many words, their associated concepts, and grammatical rules. However, we have yet to ascertain which factors of multimedia promote learning or which factors do not. Furthermore, we have little understanding as to what is occurring in the brain between the processes of "Encoding" and "Retrieval" (Fig. 1). Therefore, we should focus on the structure of long- and short-term memory. Long-term memory is composed of substructures specific to knowledge categories, and the degree to which language-specific information is represented may differ between these categories. In this research, I will examine how stored representations in long-term memory are accessed. Once again, I will consider whether the language of retrieval affects recall success, indicating language-specific access, or whether both languages (native and foreign language) become activated automatically, indicating close integration between multiple languages.
Biodata:	2010-present Associate Professor (Research Center for Korean Studies, Kyushu University) 2010-present Associate Professor (Graduate School of Integrated Sciences for Global Society, Kyushu University) 2010-present Associate Professor (Faculty of Languages and Cultures, Kyushu University) 2009-present Researcher (National Institute for Japanese Language and Linguistics) 2009-2010 Associate Researcher (University of Tokyo).
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Name:	Dr Lee, Siu-lun
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Sub-themes:	Learning Orientations and Learning Styles
Type of presentation	Paper
Proposal title	MOTIVATIONS AND CHALLENGES OF ADULT FOREIGN LANGUAGE LEARNERS: RESEARCH IN TEACHING CANTONESE AS A SECOND LANGUAGE
Proposal Abstract:	A question posed by most learners of Cantonese as a second language (CanSL) is this: "Is Cantonese difficult to learn?" A common response is that Cantonese is difficult for CanSL learners. It is important for CanSL teachers and course administrators to know what the difficulties are. The answers are useful in curriculum development, materials preparation as well as to plan for teachers' training. The research in this article elicited views from adult CanSL learners in Hong Kong. Questionnaire surveys and focus group discussions were used to investigate CanSL learners' attitudes toward Cantonese and the hurdles they have come across while learning the language. The results show that the CanSL learners of this study think that Cantonese is a language fun to learn. They reported that, on the one hand, it is an interesting language to learn; but on the other hand, it is hard to learn and a long learning time is needed. The research results identified some challenges while adult

	CanSL learners were learning the language. This article discussed the motivations and challenges in detail.
Biodata:	Siu-lun, LEE is a senior lecturer at the Chinese University of Hong Kong. His research interests include, applied linguistics, sociolinguistics, teaching Cantonese as a second language and Cantonese linguistics.
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Sub-themes:	Theories of Language Learning Motivation
Type of presentation	Paper
Proposal title	FACTORS THAT INFLUENCE CHINESE LANGUAGE LEARNING PROCESS FOR UNITED NATIONS STAFFS
Proposal Abstract:	Over the past 30 years, a significant number of applied foreign/second language teaching/learning research have contributed to the growing body of applied language teaching/learning literature. Studies of applied foreign/second language teaching/learning focus primarily on the formal and informal educational settings. However, little research has been conducted with staffs in intergovernmental organizational contexts. Motivation, identity and autonomy are identified and discussed frequently in the literature on teaching/learning English as a foreign/second language. However, there is very little research on these factors in the literature on teaching/learning Chinese as a foreign/second language. The present study examines factors that influence learning Chinese as a United Nations official language among United Nations officers, with a particular emphasis on the effects of motivation, identity and autonomy on United Nations officers' Chinese language learning. Two classes of United Nations officers (N=15; 8 female, 7 male) from the United Nations official language (Chinese) program participated in the study. Informed consent will be obtained from all participants in the United Nations, Economic and Social Commission for Asia and the Pacific. The present paper also compares what does the previous research say about motivation, identity and autonomy in applied foreign/second language teaching/learning with the current data-set.
Biodata:	Dr. Hugo Yu-Hsiu Lee is an award-winning researcher at the Indiana University-Bloomington (USA) and the National Institute of Development Administration (Bangkok). He serves as a United Nations consultant roster member (United Nations official language teacher), United Nations, Economic and Social Commission for Asia and the Pacific.
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Sub-themes:	Theories of Language Learning Motivation

Type of presentation	Paper
Proposal title	PROMOTE A GROWTH MINDSET APPROACH IN THE STUDENTS IN FOREIGN LANGUAGE EDUCATION
Proposal Abstract:	From a psychological perspective, the process of learning a foreign language follows consecutive stages of equal importance: willingness, excitement, discouragement, and final balance. In each phase, language learning is driven by the volume of input/output/feedback, the constant and/or renewed motivation, the consolidation of learning by repetitive reviewing and the commitment to long-term memory, the focus of learners, the reinforcement from social interactions. Both students and instructors have a role to play in each of them. This paper will focus on the role of the instructor in supporting motivation throughout these phases. It follows psychologist Dweck's exploration of growth mindset: mindset and identity are established at a very young age and fixed mindsets, believing that intelligence and talent are predetermined, can prevent learners from exploring and trying. Moving from a fixed to a growth mindset have a profound impact on students' learning ability and personal view, especially when learning a language in which persistence and resilience are key. The issue of how to test mindset, then shift to and support growth mindset is currently of interest in the literature and will be explored as a state of the art in foreign language learning. Keywords: language learning motivation, motivational strategies, growth mindset, fixed mindset, foreign language.
Biodata:	Karine Lespinasse, Associate Professor in University of Paris 8, France, obtained a PhD in Linguistics at the University of Sorbonne nouvelle. She has an extensive global experience blending information sciences and language acquisition in China, Thailand, the USA. Her research interests cover Terminology, early Bilingualism, Machine Translation, Motivational Theories.
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Name:	Dr Li, Lynne
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Sub-themes:	Learning Orientations and Learning Styles
Type of presentation	Paper
Proposal title	THE ROAD TO QUALITY CHINESE LANGUAGE PROGRAMS IN AUSTRALIAN UNIVERSITIES: WHERE STUDENTS' CULTURAL LEARNING STYLES CLICKS WITH TEACHERS' TEACHING STYLES
Proposal Abstract:	Learning styles have been researched extensively in the past few decades, from the research paradigms of psychology, physiology and education to multi-dimensional angles such as business management and language-specific issues that include language teaching and learning. This research article intends to explore the concept of learning styles for Chinese language learning students together with teachers' teaching styles from the perspective of cultural dimension. Within the theoretical framework of language and culture, this article will examine the students' cultural

	learning styles of students learning Chinese language as a second/foreign language in Australian universities. As well the role of the teachers' teaching styles will also be showcased regarding its role in the creative, innovative and motivating teaching practices. It is anticipated that this study can shed light on the quality Chinese language curriculum design and best classroom teaching practices in Australian universities. The findings of this research study will be made relevant and accessible to all participating teachers and students. The final goal of this project is to delve into the implications of cultural learning styles in intercultural Chinese language learning and teaching, and the future direction of research on (cultural) learning styles for globalized learners of Chinese language.
Biodata:	Dr. Lynne N. Li lectures and manages the Chinese Language Studies Program at undergraduate and postgraduate levels at RMIT University. She has also lectured and coordinated in the English as Global Language, International Studies, TESOL and LOTE (Languages Other Than English) teaching methodology for Education programs of RMIT.
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Sub-themes:	Learner and Teacher Autonomy
Type of presentation	Paper
Proposal title	AN EXPLORATORY STUDY OF LANGUAGE LEARNING ENGAGEMENT OF YOUNG PROFESSIONALS IN THE BUSINESS EVENT INDUSTRY
Proposal Abstract:	Recent years have witnessed a remarkable growth of the business event industry (BEI) in the Asia-Pacific countries. What comes along is an increasing demand for a skilled workforce. As English is a lingua franca, being competent in the language enhances professional competitiveness. This case study explored the English learning engagement of young professionals in the BEI. With snowball sampling, 12 young professionals were invited for interviews regarding their experience toward becoming English competent in the industry. After reading and discussing about the interview transcripts, the researchers selected two participants (one who expressed a high level of difficulty and frustration, and one who seemingly faced challenges confidently) for additional rounds of interviews. Artefacts provided by the participants, such as training course handouts, documents, corresponding emails, and notes, were also collected. Drawing on the engagement framework (Fredricks, Blumenfeld, & Paris, 2004), the researchers operationalized the construct of learning engagement in three interrelated aspects: behavioral engagement, emotional engagement, and cognitive/metacognitive engagement. Initial findings indicated that

	entering the BEI led the newcomers to perceive a need to sharpen their English skills, but whether this awareness led to autonomous and successful learning depends on the way they engaged with language learning behaviorally, emotionally, and cognitive/metacognitively.
Biodata:	Hui-Chuan Liao currently works as an associate professor at National Kaohsiung University of Science and Technology, Taiwan. Her research interests include TEFL, instructional design and evaluation in writing and speaking, learning strategies, peer learning, and English for specific purposes.
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Name:	Assoc. Prof Liao, Hui-Chuan
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Sub-themes:	Culture, Self and Identity in Language Education
Type of presentation	Poster
Proposal title	NATIVE ENGLISH-SPEAKING TEACHERS TEACHING ABROAD: A CASE STUDY OF THEIR CHALLENGES, DIFFICULTIES, AND RESOLUTIONS THROUGH THE LENS OF ACTIVITY THEORY
Proposal Abstract:	The phenomenon of English as a lingua franca has led to the increasing hiring of native English-speaking teachers (NESTs) in Asian countries. Among the literature exploring NESTs' teaching-abroad experience, most has focused on school settings rather than private educational contexts such as cram schools. This case study explores NESTs' experience of teaching English to L2 students in Taiwanese cram schools, focusing on the NESTs' challenges, difficulties, and resolutions. Three NESTs were recruited to participate in individual interviews. Drawing on Engeström's (1987) activity theory, the unit of analysis was an activity system consisting of the subject, object, community, rules, and roles. Initial findings indicated that toward accomplishing their career goal of effective teaching (i.e., object), the NESTs' (i.e., subject, who brought along their self-identities and teacher beliefs) experience was mediated by their situated community (e.g., local co-teachers, cram school managers, students and their parents), rules (e.g., institutional requirements, social expectations), the roles they played (e.g., language specialist, entertainer, foreigner, the "image ambassador" and "mascot" of the cram school), and tools (e.g., syllabi, lesson plans, incentives, strategies). The tensions among the various elements within the NESTs' activity system and the strategies the NESTs adopted to resolve the problems they faced are discussed.
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Name:	Assoc. Prof Liao, Hui-Chuan
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Sub-themes:	Self-regulation and Metacognition
Type of presentation	Poster
Proposal title	"I DON'T WANT TO FLUNK THIS COURSE!" FACTORS MEDIATING LEARNING OF L2 STUDENTS IN AN EARLY ALERT PROGRAM
Proposal Abstract:	This study explores factors mediating learning of L2 students in an early alert program, which was used to reach and assist academically at-risk students early on in the semester. The process started with a referral from a course instructor, followed by system-generated notifications to the referred student and academic advisor, and subsequent consultations to provide early support to help the student get back on track. The study adopted purposive sampling and recruited five English majors at a Taiwanese university. Each participant underwent two rounds of individual interviews. The researchers read through the 10 interview transcripts to identify meaningful statements and categorize recurrent themes through repeated discussion, comparison, and contrasting. Using the activity theory as a framework, the analysis revealed that the alert activated the L2 students' use of metacognitive strategies, including goal setting and self-regulation; cognitive strategies, including note-taking and reviewing; and social strategies, including help seeking. Whereas strategy use mediated learning, the use of strategies was in turn mediated by rules (e.g., compulsory credits to graduate), motivation (e.g., with or without intrinsic motivation), and students' relationship with people in their situated communities of learning (e.g., classmates, teachers, and parents).
Biodata:	Hui-Chuan Liao currently works as an associate professor at National Kaohsiung University of Science and Technology, Taiwan. Her research interests include TEFL, instructional design and evaluation in writing and speaking, learning strategies, and peer learning.
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Name:	Assoc. Prof Liao, Hui-Chuan
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Sub-themes:	Technology in Support of Motivation and Autonomy
Type of presentation	Paper
Proposal title	LEARNER ENGAGEMENT IN AN EFL PROCESS-WRITING PROGRAM INTEGRATING AUTOMATED WRITING EVALUATION: A CASE STUDY
Proposal Abstract:	Automated writing evaluation (AWE) applications have been used in writing classrooms as a formative assessment tool to facilitate learner autonomy and writing improvement. Whereas few studies in existing literature have examined incorporating AWE in a process-writing pedagogy, this paper reports a case study on student engagement with AWE feedback and factors mediating autonomous learning

	in an EFL classroom that adopted the process-writing approach. Data were collected from four sources: individual interviews before and after the 9-week writing program, classroom observation, eight written assignments completed by the learner, and AWE feedback on each assignment. The activity system conceptual model (Engeström, 1987) grounded on Vygotsky's (1978) social constructivist theory was used for data interpretation. The unit of analysis was the concept of an object-oriented and socially mediated activity system, which consisted of the subject (learner), object (learning objective), mediating tools (e.g., technology, motivation), community (e.g., peers, instructor, parents), rules (assignments, requirements), and division of labor (roles, responsibilities). The interconnecting relations among the elements in the learner's activity system were mapped to elucidate the student's learning process and factors mediating her learner autonomy and writing development in this process-writing program integrating the use of AWE feedback.
Biodata:	Hui-Chuan Liao currently works as an associate professor at National Kaohsiung University of Science and Technology, Taiwan. Her research interests include TEFL, instructional design and evaluation in writing and speaking, learning strategies, and peer learning.
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Sub-themes:	Teacher Education and Development
Type of presentation	Paper
Proposal title	RESEARCHING SOCIOCULTURAL SELVES: A NARRATIVE INQUIRY OF A NON-LOCALIZED EFL TEACHER'S EXPERIENCE
Proposal Abstract:	While sociocultural identities as a burgeoning strand of research on language teacher identity have been witnessed in the past decade, the interplay between teachers' sociocultural selves and pedagogical practices remains underexplored. In order to bridge this gap, the article reports on a narrative case study that examines a non-localized EFL teacher's identity construction in Thailand. Drawing on life story interview and Burr's (1995) social constructionism, not only does this article explore the complex relationship between sociocultural selves and teaching practice, but also investigate possible processes that are involved in the development of sociocultural learning, the negotiation with multiple identities such as sexuality, and the institutional impact on professional repositioning of sociocultural identity. The findings indicated that the participant's sociocultural selves anchored in personal histories play a crucial part in shaping pedagogical practices. In the meantime, the participant faced challenges in negotiating identity and power relation. We argued that sociocultural underpinnings should be incorporated in the teaching curriculum, particularly in the transcultural setting where the participant is negotiating more than sociocultural selves.
Biodata:	Lin Hai is a PhD candidate in Applied Linguistics at the School of Liberal Arts, King Mongkut's University of Technology Thonburi. His research interests include narrative research, teacher education and internationalization.
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Sub-themes:	Theories of Language Learning Motivation
Type of presentation	Paper
Proposal title	THE IMPACT OF STUDY ABROAD PROGRAM ON JAPANESE UNIVERSITY STUDENTS' MOTIVATION AND THE DEVELOPMENT OF MOTIVATIONAL L2 SELVES
Proposal Abstract:	Three university students from Japan participated in a preliminary case study that investigated the impact of learning experiences in five-week-study abroad program to Australia on the change of motivation, the perception of contextual factors affecting their motivation, and the development of "motivational L2 selves". Both qualitative and quantitative data were collected by three interviews at the beginning, in the middle and the end of the program, and by submitting weekly learning logs. The results in the seven-point-Likert scale from the learning logs showed the upward trend in the level of motivational intensity as the program proceeds among the participants who perceived the environmental factors positively, including teachers, peer learners, class activities and the must-use-English context. Their views on the difference in learning experiences in Japan and in Australia also affected positively helping them to develop more vivid and real "L2 selves". The study suggests learners' perception and evaluation of environmental factors in study abroad program in comparison with prior learning experience could be a relevant variable that affects motivational changes and the acquisition of more elaborated "L2 selves" as their goal to achieve.
Biodata:	Dr Masanori Matsumoto is an Assistant Professor lecturing in the TESOL program at Bond University in Australia. His primary area of research is the theory of second language learner motivation. He presented papers in various domestic and international conferences including previous CLaSIC conferences.
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Sub-themes:	Curriculum and Materials Development
Type of presentation	Poster
Proposal title	CURRICULUM DEVELOPMENT FOR ENGAGEMENT WITH LITERATURE: THE CASE OF A TRAINEE TEACHER COURSE IN JAPAN
Proposal Abstract:	This poster will report on 2018 curriculum changes in a teaching license course which uses a class novel to teach literature reading in Tokyo, Japan. The approach was to employ a theoretical framework from the field of engagement studies, where engagement can be evaluated as cognitive, affective, and social (Svalberg, 2007, 2009). Using the CEFR bands to help guide curriculum choices, I made a number of curriculum changes to an existing course. I used a dynamic needs analysis approach

	employing the curriculum design model by Macalister and Nation (2010), i.e. the needs, wants and lacks approach. This poster shows the curriculum design methodology, outcomes of the first year of teaching from teacher reflection and student feedback, and some implications for development of learner and trainee-teacher engagement. The aim of the project is an improved course design and greater alignment with education and linguistic goals for the trainee teachers who participate in the course. The results have implications for learner engagement, learner autonomy and self-determination theory (Noels, 2003, 2005). Additionally, it is hoped that through examining this curriculum that the current knowledge about L2 curriculum development and learner autonomy in the content-based context can be improved.
Biodata:	Tara McIlroy is an associate professor in the School of Global Japanese Studies, Tokyo, Japan. Her research interests are focused on teaching language through literature, literary reading, and learner autonomy. She uses a range of creative texts with trainee teachers, including British and World Literature.
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Sub-themes:	Self-regulation and Metacognition
Type of presentation	Poster
Proposal title	SELF-REGULATION OF LANGUAGE LEARNING MOTIVATION BEYOND THE CLASSROOM: ONE LEARNER'S JOURNEY
Proposal Abstract:	This poster presents data from the final year of a four-year longitudinal study, which follows Japanese university students' self-directed study of English outside the classroom. The purpose of the study is to see how students sustain their motivation to learn English over the course of their time at university. The four-year study, including this final part, draws on the self-regulation of motivation (SRM) model (Sansone & Thoman, 2005), as well as research in the area of interest development (Hidi & Renninger, 2006). This poster gives a summary of interview data collected in the final year of the study. It also provides a case study of one student, telling the story of her motivation and learning over four years, and exploring how her motivations changed over time, from goal-defined motivation to experience-defined motivation. Hidi, S. & Renninger, K. A. (2006). The four-phase model of interest development. Educational Psychologist, 41(2), 111-127. Sansone, C., & Thoman, D. B. (2005). Interest as the missing motivator in self-regulator. European Psychologist, 10(3), 175-186.
Biodata:	David McLoughlin is an Associate Professor in the School of Global Japanese Studies at Meiji University in Tokyo, Japan. His areas of research are motivation in second language learning, the role of interest in self-regulated learning, and affect in language learning.
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Type of presentation	Paper
Proposal title	ASSESSING THE PERFORMANCE IN TEACHING PRACTICUM: DIFFERENT EYES, DIFFERENT VIEWS
Proposal Abstract:	Assessment and evaluation of student teachers' performance during their teaching practicum has been a real concern for both the teacher candidates and their mentors. Within this understanding, this study aims to identify to what extent performance evaluation in the teaching practicum differs from the eyes of the student teachers themselves, their peers, their mentor teachers, and their university supervisors. To collect the relevant data, mentor teachers, university supervisors, and peers observed and evaluated student EFL teachers' teaching performance in the course of each teaching by filling-in a checklist throughout the teaching practicum in 2017 and 2018 Spring semesters. The observed student teachers were also asked to evaluate their own performance using the same criteria just after each teaching. To triangulate the data, group discussions were held after each teaching in which student teachers, their peers, their mentor teachers, and their university supervisors participated to discuss the lesson delivered. Semi-structured interviews were also conducted at the end of the practicum to elicit further information about the assessment and evaluation in teaching practicum. The findings will be discussed along with the existing literature on practicum assessment and evaluation as well as current teacher training practices.
Biodata:	Dr. Ali MERÇ is an Associate Professor of ELT at Anadolu University and working as an EFL teacher trainer at the same department for 18 years. His research interests include pre-service EFL teacher education, language teaching and learning/teaching anxiety, teaching practicum issues, and distance foreign language teacher education.
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Sub-themes:	Learner and Teacher Autonomy
Type of presentation	Paper
Proposal title	"IT'S A MATTER OF APPROACH": APPROACHES TO L2 STUDYING AMONG UNIVERSITY STUDENTS IN TRINIDAD AND TOBAGO
Proposal Abstract:	Autonomy (Benson, 2011) and identity (Norton, 2013) in language learning are two research constructs that have attracted significant attention among L2 teaching and learning researchers across the globe. This paper joins those global conversations from the perspective of English-speaking Caribbean L2 student-learners. Through sociocultural lenses (Lantolf, 2011; Norton, 2006) the paper reports on an in-depth qualitative exploration of the lived L2 academic experiences of thirty (30) majors of

	a Spanish programme at a university in Trinidad and Tobago. The study borrowed the framework of approaches to studying (Entwistle, 2000) to explore the participants' autonomy and identity as Spanish student-learners, The use of this framework enabled the participants of the inquiry to reflect on the ways in which they approached studying Spanish at university. The analysis of students' reflections provided valuable information into their autonomy as Spanish student-learners, and their constructed L2 identities. Formal assessment emerged in this study as a sociocultural factor that plays an imminent role in the ways in which students approach studying Spanish and, therefore, their autonomy and identity. The need for a shift in assessment practices is suggested as the main pedagogical implication in a quest for L2 development and learner autonomy.
Biodata:	Diego Mideros is a lecturer in Spanish at The University of the West Indies in Trinidad and Tobago. He holds a PhD in Linguistics awarded by the same university. He is one of the conveners of the AILA Research Network on Learner Autonomy Committee for the period 2017-2020.
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Type of presentation	Paper
Proposal title	TEACHERS, AUTONOMY AND THE "NEED TO FINISH THE SYLLABUS"
Proposal Abstract:	This paper explores narratives of secondary-level language teachers enrolled in a graduate programme in Teaching English to Speakers of Other Languages (TESOL). The trainees are all native speakers seeking to gain a new professional qualification; but while some trainees are pre-service teachers, others have considerable experience teaching (other) foreign languages. For most trainees, regardless of developmental stage, it is the first time that they are being introduced to the concept of autonomy and their reflections on teacher and learner autonomy are rich and multilayered. This is especially so in the case of the practising teachers. Learner autonomy has an intuitive appeal to many of the trainees who are eager to facilitate a more learner-centred approach to language teaching. Their idealised teacher self is an empathetic, supportive presence, who provides learners with ample opportunity to express and engage themselves through the language. Yet, for the trainees who are actually practising teachers, there is a clear conflict between their idealised self, and their thoughts and actions in a real classroom where the focus is on preparing students for formal examinations and completing the syllabus. Their journals narrate this conflict and eventual resolution as they grapple with promoting autonomy in their teaching contexts.
Biodata:	Diego Mideros is a lecturer in Spanish at The University of the West Indies in Trinidad and Tobago. He holds a PhD in Linguistics awarded by the same university. He is one of the conveners of the AILA Research Network on Learner Autonomy Committee for the period 2017-2020.
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Type of presentation	Poster
Proposal title	IDIODYNAMIC CASE STUDIES OF L2 LEARNERS' EMOTIONS THROUGH A SCENARIO-BASED QUESTIONNAIRE
Proposal Abstract:	In the context of advising in language learning (Kato & Mynard, 2015), which promotes learner autonomy, there is an immediate need for advisors to consider emotional support for second language (L2) learners (Tassinari, 2016) because emotion, defined as "an individual's appraisal of the situation" (Averill, 1980, p. 312), plays a vital role for language learning (Oxford, 2017) and also underlies autonomy (Murray, 2014). However, emotion has tended to be ignored because of its multidimensionality and moment-by-moment fluctuations (Gregersen, Meza, & MacIntyre, 2014). Therefore, to address these issues, this exploratory study investigates L2 learners' idiodynamic emotions and how these emotions vary according to ten hypothetical situations by using a scenario-based questionnaire called Managing Your Emotions for Language Learning (MYE; Gkonou & Oxford, 2016). In this study, two 17-year-old Japanese female learners of English participated. This study is divided into two phases: the first one includes the MYE questionnaire, while wearing heart monitors to measure idiodynamic fluctuations, and the second one includes semi-structured interviews asking for the type and intensity of emotions (about 2 hours in both phases, respectively). In the presentation, I will conclude by discussing how L2 learners perceive and manage their emotions in terms of type and intensity.
Biodata:	Ryo Moriya is a Ph.D. student at the Graduate School of Education, Waseda University, Japan and a Research Fellow of Japan Society for the Promotion of Science. He holds an MA in Education from Waseda University. His research interests include Sociocultural theory, advising in language learning, and emotions.
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Sub-themes:	Culture, Self and Identity in Language Education
Type of presentation	Paper
Proposal title	THE DEVELOPMENT OF TRANSLINGUAL LITERACY AND IDENTITIES THROUGH STUDY ABROAD
Proposal Abstract:	As the sociolinguistic approaches to globalization have been applied in study abroad research, it has become imperative to reconsider students' participation in overseas communities of practice from a translingual perspective. Integrating the concept of

	investment (Norton, 2010) and Dörnyei's (2009) L2 motivational self system into translingual practice (Canagarajah, 2013), this study explores Japanese university students' development of translingual literacy and identities during and after study abroad. Particularly, an in-depth investigation is made about the ways they invest themselves in communities of practice at the three different stages when they were in an intensive study abroad program, a yearlong exchange program, and back in Japan. Using a mixed methods approach, the quantitative data collected through a questionnaire survey of 57 Japanese university students was consolidated by the qualitative data from a case study of 24 students in the intensive program. Focusing on three of the students who subsequently participated in a one-academic-year exchange at an Australian university, a further case study was conducted during and after study abroad. The findings suggest that students' translingual development of literacy and identities enables them to evaluate situated interactions critically and deal with cultural contact constructively, and even contributes to their finding out intercultural commonalities.
Biodata:	Hiroyuki Nemoto is Professor of Sociolinguistics at Ritsumeikan University, Japan. He obtained his Ph.D. at Monash University, Australia in 2006. His research interests lie in the area of sociolinguistics, including intercultural interactions at the micro and macro levels, sociocultural approaches to SLA, language management, academic literacy, and identity transformation.
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Name:	Dr Ni, Jindan
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Sub-themes:	Culture, Self and Identity in Language Education
Type of presentation	Paper
Proposal title	ENHANCING STUDENT CULTURAL KNOWLEDGE VIA INTRODUCING LITERATURE INTO THE L2 CLASS
Proposal Abstract:	To comprehend the target language culture is one of the most important objectives in L2 acquisition. This study poses the question as to how the teachers can introduce the target language culture efficiently and enjoyably. We can learn the culture of a foreign country through its architecture, music, or painting, but we will learn it more effectively through its written records. This paper aims to fully explore the necessity and plausibility of introducing Chinese literary works into the Chinese L2 class, especially at advanced levels, in tertiary education. After an ample articulation on the role of literature playing in Chinese history and culture, the significance of using Chinese literature as a conduit to understand its culture will be demonstrated. This study also illustrates that learning the target language literature would help the learners rethink their identity and the literature, tradition, culture of their home countries. A report will be given on the positive feedback from students who were reading Chinese literary works as a part of their curriculum.
Biodata:	Dr. Jindan Ni teaches Chinese language and literature at RMIT university, Australia. She holds a PhD from La Trobe University. Her research interest lies in comparative literary studies, second language acquisition and inter-cultural communication. She

	is also an active translator who has translated books from Japanese or English to Chinese.
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Sub-themes:	Motivation and Identity in Second Language Acquisition
Type of presentation	Paper
Proposal title	FACTORS AFFECTING JAPANESE UNIVERSITY STUDENTS' CHOICE OF THEIR MAJOR SECOND FOREIGN LANGUAGES
Proposal Abstract:	We report the results of a questionnaire survey we conducted on factors affecting Japanese university students' choice of their major second foreign languages. Twenty-seven languages in the world are considered, which include not only commonly taught languages such as Mandarin Chinese and Spanish but also less-taught languages including the national languages of ASEAN countries such as Malay and Burmese. Questionnaires were completed by more than 300 students, most of whom were first-year students from the School of Language and Culture Studies at Tokyo University of Foreign Studies. The survey covers the following points: intrinsic and extrinsic motivations, the participants' views of their major languages, learning experiences, and their self-assessment of the levels of learning motivation and of understanding the content taught at class. In addition to presenting the survey results, we would also like to share our own experiences regarding how motivation affects our teaching and our students' learning.
Biodata:	Dr. Hiroki Nomoto is an associate professor of Malay language and linguistics at Tokyo University of Foreign Studies. Besides teaching and research of Malay, he is also active in developing language resources, including MALINDO Morph and MALINDO Conc, a morphological dictionary and corpus search tool for Malay/Indonesian, respectively.
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Sub-themes:	Self-regulation and Metacognition
Type of presentation	Paper
Proposal title	USING METALINGUISTIC KNOWLEDGE IN L2 INSTRUCTION OF JAPANESE PROSODY
Proposal Abstract:	This paper reports on the attempt to use metalinguistic knowledge in the instruction of Japanese prosody for advanced L2 learners of Japanese in a speech task. Despite the fact that prosody is one area known to be difficult for learners to improve by themselves even at the advanced stages, instruction focusing on prosody tends to be

	minimal at all levels of Japanese language teaching in general. More recently, attempts have been made to use IT to promote self-instruction on prosody. In order to promote autonomous learning of prosody, however, it is important to raise metalinguistic awareness on the part of the learners for self-evaluating their own speech as well as develop self-evaluation criteria for prosody. In this study, the authors attempted to raise learners' awareness by giving them explicit metalinguistic knowledge in instructing a speech task. We observed the improvement of the prosodic aspects of their speech at the end of the three-month-term by means of the acoustic-phonetic approach as well as how the awareness-raising activities affected their self-study outside of class. Based on the findings we discuss how metalinguistic knowledge might be helpful in fostering learner autonomy in the acquisition of prosodic features.
Biodata:	Takeshi Nunomura was received the master's degrees in linguistic from Tokyo University of Foreign Studies, Tokyo Japan, in 2017 and now taking a doctoral course. His research interest includes L2 phonology especially in Japanese acquisition.
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Sub-themes:	Other Relevant Topics
Type of presentation	Paper
Proposal title	INTERNATIONAL LANGUAGE EXCHANGE AND INTERCULTURAL DEVELOPMENT
Proposal Abstract:	As part of the government's strategy to internationalise to meet the challenges of globalisation, Japanese universities have been promoting the study of English and cross-cultural contact. However, for successful intercultural communication, foreign language proficiency alone does not suffice and there is an acute need to cultivate students' intercultural competence as well. This presentation looks at an international language exchange programme comprising a joint bilingual seminar between EFL students from Aoyama Gakuin University and Japanese language students from the National University of Singapore. It also reports a mixed-method study on the effect of this programme on the intercultural development of the AGU participants. Data were collected through quantitative and qualitative instruments, including a questionnaire, an open-ended survey and e-mail interviews. The findings from the analysis of the quantitative and qualitative data collected suggest that the programme had, in general, a positive impact on the development of the students' intercultural competence – in particular, in fostering a stronger critical cultural awareness as well as more open attitudes and greater tolerance towards other cultures and cultural differences.
Biodata:	Dr. Hiroyuki Obari is a professor at Aoyama Gakuin University in Tokyo with Ph.D. in Computer Science from University of Tsukuba and M.A. in TESOL from Columbia University. He was a visiting senior research fellow at University of Oxford in 2007 and 2018. He specializes in CALL and educational technology.

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Name:	Prof Obari, Hiroyuki
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Sub-themes:	Other Relevant Topics
Type of presentation	Paper
Proposal title	INTERNATIONAL LANGUAGE EXCHANGE AND INTERCULTURAL DEVELOPMENT
Proposal Abstract:	As part of the government's strategy to internationalise to meet the challenges of globalisation, Japanese universities have been promoting the study of English and cross-cultural contact. However, for successful intercultural communication, foreign language proficiency alone does not suffice and there is an acute need to cultivate students' intercultural competence as well. This presentation looks at an international language exchange programme comprising a joint bilingual seminar between EFL students from Aoyama Gakuin University and Japanese language students from the National University of Singapore. It also reports a mixed-method study on the effect of this programme on the intercultural development of the AGU participants. Data were collected through quantitative and qualitative instruments, including a questionnaire, an open-ended survey and e-mail interviews. The findings from the analysis of the quantitative and qualitative data collected suggest that the programme had, in general, a positive impact on the development of the students' intercultural competence – in particular, in fostering a stronger critical cultural awareness as well as more open attitudes and greater tolerance towards other cultures and cultural differences.
Abstract in French	"Échange linguistique international et développement interculturel" Dans le cadre de la stratégie d'internationalisation du gouvernement pour relever les défis de la mondialisation, les universités japonaises ont encouragé l'étude de l'anglais et du contact interculturel. Cependant, pour une communication interculturelle réussie, la maîtrise d'une langue étrangère à elle seule ne suffit pas et il existe un besoin de compétence interculturelle. Cette présentation porte sur un programme international d'échanges linguistiques comprenant des étudiants bilingues en anglais langue étrangère de l'Université Aoyama Gakuin (UAG) et des étudiants en langue japonaise de l'Université nationale de Singapour. Il rapporte également une étude à méthodes mixtes sur l'effet de ce programme sur le développement interculturel des participants à l'UAG. Les données ont été recueillies au moyen d'instruments quantitatifs et qualitatifs, y compris un questionnaire, un sondage à composition non limitée et des entrevues par courrier électronique. Les résultats de l'analyse des

	données quantitatives et qualitatives recueillies suggèrent que le programme a eu, en général, un impact positif sur le développement de la compétence interculturelle - en particulier en favorisant une conscience culturelle critique plus forte et des attitudes plus ouvertes et une plus grande tolérance envers d'autres cultures et des différences culturelles.
Biodata:	Dr. Hiroyuki Obari is a professor at Aoyama Gakuin University in Tokyo with Ph.D. in Computer Science from University of Tsukuba and M.A. in TESOL from Columbia University. He was a visiting senior research fellow at University of Oxford in 2007 and 2018. He specializes in CALL and educational technology.

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Sub-themes:	Technology in Support of Motivation and Autonomy
Type of presentation	Poster
Proposal title	MOTIVATION AND INTAKE: CREATING ENGLISH LEARNERS THROUGH A CYCLICAL BLENDED-LEARNING MODEL
Proposal Abstract:	The authors have been involved in the development of a two-year blended-learning course for engineering students at a Japanese university. Freshmen entering this program are typically false beginners in English with very poor motivation. Due to a lack of knowledge, skill, and motivation, these students are unable to self-regulate their study and need positive external motivators. Therefore, this course is designed to enhance the face-to-face (F2F) time with the students and emphasizes the teacher roles such as "trainer," "motivator," and "mentor." The first year of the program aims to motivate the students to become autonomous English learners and develop their comprehension through intake. The second year continues this focus while also endeavoring to enhance students' willingness to communicate and improve their attitudes toward learning English. This presentation analyzes the effects of this course on student motivation and language aptitude. Specifically, it will discuss the impact of a cyclical blended-learning model that prioritizes and attempts to maximize the effectiveness of F2F time with the students. The data consists of multiple CASEC tests, final grades, and questionnaire responses. Finally, successful and less successful learners in the course will be compared to highlight the strengths, and examine the weaknesses, of the blended-learning curriculum.
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 Center for Languages and Cultures.

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Name:	Dr Ohashi, Yukiko
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Sub-themes:	Theories of Language Learning Motivation
Type of presentation	Poster
Proposal title	THE MOTIVATIONAL EFFECTS FACILITATED BY ESP DIGITAL MATERIALS INTEGRATED WITH AN E-LEARNING SYSTEM
Proposal Abstract:	This study presents the effects of e-learning materials integrated with an ESP corpus as well as the motivational factors of the learners. Veterinary medical charts were used to compile the ESP corpus, which was annotated with tags appropriate for extracting the necessary data using Perl scripts. To examine the effectiveness of the materials, this study addressed: (a) Quizlet-based materials with a wordlist extracted from the ESP/Veterinary medical chart corpus; (b) newly created motivational scales for ESP students; and (c) the positive effects of original materials created through the compilation of an ESP corpus on learner motivation. As a result of this research on Japanese undergraduates majoring in veterinary nursing, it was observed that the learning gains and several motivational factors of the e-learning users were significantly higher than those with paper-based ESP materials. These findings indicate the possibility of e-learning materials developed by an ESP corpus focusing on a specific field. We also present the schema used for the compilation of the original corpus with the regular expressions to automatically attach tags as well as a newly developed tool to extract specific vocabulary from the original ESP corpus.
Biodata:	Yukiko Ohashi is currently a lecturer of English at Yamazaki University of Animal Health Technology. Ohashi's research interests include corpus linguistics, motivational scales, SLA, and learner development.
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Sub-themes:	Learner and Teacher Autonomy
Type of presentation	Paper

Proposal title	USING A FACILITATION TECHNIQUE TO FOSTER LEARNER AUTONOMY FOR COMMUNICATION IN ENGLISH – BASED ON WHITEBOARD MEETING
Proposal Abstract:	There are many problems that prevent Japanese university students from fostering their autonomy for communicating actively in English. There are also problems stopping them from being motivated to contribute more deeply to English problem-solving discussions and opinion exchanges. Some of their concerns are that they are not empowered to express their opinions in English, and they are extremely worried about making mistakes when they talk in English. To help students overcome these problems, we have conducted research based on Whiteboard Meeting® and have been exploring how it can be used to train students to think more creatively, create an atmosphere conducive to good communication, and contribute more deeply to English discussions. Whiteboard Meeting® is a facilitation technique and a meeting method using whiteboards. As the facilitator writes the participants' opinions on the whiteboard, what is being discussed becomes clear, and the meeting will proceed effectively and efficiently. In English communication classes at university, this facilitation technique was introduced to first year non-English majors. This study examined whether it fostered their autonomy to deeply exchange ideas and opinions with each other in English discussion. Results will be discussed from the facilitative and autonomous points of view.
Biodata:	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 and a facilitation technique are effective in Japanese EFL classrooms in terms of four skills and motivation within the sociocultural framework.
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Name:	Dr Park, Mihi
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Sub-themes:	Motivation and Identity in Second Language Acquisition
Type of presentation	Paper
Proposal title	THE ROLE OF CONTEXT-BASED VOCABULARY LEARNING IN ASSOCIATING SOCIOLINGUISTIC CONTEXT WITH PERCEIVED IMAGE FOR LEARNERS OF KOREAN
Proposal Abstract:	The study aims to investigate how learners acquire sociolinguistic context that vocabulary carries through context-based learning with a multimedia tool, and impact of this learning experience. Recently developed Motion dictionary by Dr. Park, Mihi was used for this study. Motion dictionary (MD) is a video-based dictionary that searches the entire video (drama) library, and returns every video clip which a particular word was keyed in. MD was initially developed with an aim to provide students authentic examples of vocabulary usage that are rich in context and culture. Observation from a pilot test with five Chinese learners of Korean allowed us to generate two hypotheses: 1) Exposure to various context-rich video clips with a target vocabulary will enhance understanding of sociolinguistic context and language culture. 2) and this experience will increase motivation, especially when a mismatch between previously perceived image of vocabulary and the newly

	acquired sociolinguistic context from MD is capture. Further study with a bigger group of advanced learners of Korean will be conducted to test hypotheses with a journal writing, interviews, and an elicited writing test as methodology.
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Sub-themes:	Assessment and Evaluation
Type of presentation	Paper
Proposal title	UNDERSTANDING THE CONTEXT AND ITS EFFECT ON ASSESSMENT IN EFL CLASS IN HIGHER EDUCATION IN VIETNAM
Proposal Abstract:	This paper provides an overview of the Vietnamese context in relation to historical, cultural and social change in the country. These changes have exerted an influence on resistance of educational reform in general and in EFL assessment in particular. In this paper, major factors impacting on Vietnamese education are analyzed, including the Confucian Ideology, French colonialization, Soviet and US influences during the Vietnam War, and global influences as Vietnam has become a member of foreign organizations. It is argued that of all these factors, the dominant influence on ELT assessment is culture value and it may oppose teachers use modern assessment methods. It is hoped that the ideas presented will contribute to the understanding of Vietnam's education system and the factors impacting on education, EFL teaching and learning as well as assessment in higher education.
Biodata:	I am currently a Ph.D. student in the Faculty of Education, Department of Curriculum and Instruction, University of Victoria, BC, Canada. My research interest includes formative and summative assessment in EFL context and social-cultural factor in EFL/SLA.
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Sub-themes:	Culture, Self and Identity in Language Education
Type of presentation	Paper
Proposal title	PRAGMATIC AND METAPRAGMATIC ACTION IN DEVELOPING INTERCULTURAL IDENTITIES DURING AND AFTER STUDY ABROAD
Proposal Abstract:	(Inter)cultural identity can be claimed through recognisable performance of social action, be that the production of sequentially appropriate (although always

	contestable) conversational turns, or the display of familiarity with reflexive discourses about social practices (Zhu, 2008). It is well known that the two kinds of competences – what people do and what they say one should do – do not always mirror each other but, arguably, literature on language and culture learning tends to consider actual behaviour a better indication of "learning" than reported behaviour. In this presentation, we argue that reported behaviour and more generally commentaries about socio-cultural or linguistic practices constitute equally important evidence of learning for several reasons: they evidence a learner's recognition of models of practice which may constitute cultural "common sense" in the target community, and they may become discursive resources for performing culturally competent identities. We explore this claim through the study of learner performances and claims of self-identity during and after period of study abroad, in particular vis-a-vis ideological discourses around "modesty", and its potential mobilization in speech acts of compliments or self-presentations. [Zhu Hua, 2008, Duelling Languages, Duelling Values: Codeswitching in bilingual intergenerational conflict talk in diasporic families, Journal of Pragmatics 40/10:1799-1816]
Abstract in French	"Action pragmatique et métapragmatique dans le développement des identités interculturelles pendant et après les études à l'étranger" L'identité (inter)culturelle peut être réclamée par l'accomplissement reconnaissable de l'action sociale, soit par la production de tournées conversationnelles séquentiellement appropriées (bien que toujours contestables), soit par la familiarité avec les discours réflexifs sur les pratiques sociales (Zhu, 2008). Il est bien connu que les deux types de compétences - ce que les gens font et ce qu'ils disent devoir faire - ne se reflètent pas toujours mais, sans doute, la littérature sur l'apprentissage linguistique et culturel tend à considérer le comportement réel comme une meilleure indication de l'apprentissage que le comportement rapporté. Dans cette présentation, nous soutenons que les comportements rapportés et plus généralement les commentaires sur les pratiques socioculturelles ou linguistiques constituent des preuves d'apprentissage tout aussi importantes pour plusieurs raisons: ils témoignent de la reconnaissance par l'apprenant de modèles de pratique pouvant constituer un «bon sens» culturel dans la cible communauté, et ils peuvent devenir des ressources discursives pour réaliser des identités culturellement compétentes. Nous explorons cette affirmation à travers l'étude des performances des apprenants et des prétentions à l'identité à soi pendant et après les études à l'étranger, en particulier vis-à-vis des discours idéologiques sur la «pudeur» et sa mobilisation potentielle dans les actes de discours de compliments ou d'auto-présentations.
Biodata:	Barbara Pizziconi is a Japanese language specialist whose recent work includes studies on politeness (2011, Japanese honorifics: the cultural specificity of a universal mechanism, in Politeness in East Asia), modality (2009, Japanese Modality, co-edited with M.Kizu), and vocabulary acquisition (2013, Japanese vocabulary development in Study Abroad, Journal of Language Learning).
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Type of presentation	Paper
Proposal title	NOTHING SUCCEEDS LIKE SUCCESS. GUARANTEEING SUCCESS IN LANGUAGE LEARNING
Proposal Abstract:	The only true motivator that works for everyone is success. But how can we guarantee that students will succeed on a day-to-day basis? By making sure they start each class remembering all they learnt in previous ones. But this usually only happens if they do their homework properly, and we cannot guarantee this in the case of most pupils. Therefore we replace the memorisation and practice components of homework by flashcard-based drill in the classroom; in this way we can be sure that everyone does it, and develops a permanently growing base of knowledge allowing them to walk into the classroom each day with a smile on their face: i.e. motivated. This is what we do in Fluency Idiomas, Spain, teaching English to more than 4000 pupils yearly with a team of 100 teachers. Practically all teaching up to B1 level (360 hours), and most up to B2, is based on this methodology, where students keep up doing little or no homework. Consolidating vocabulary requires 2,5 minutes per word; sentence building requires about 30 minutes per basic construction rule. The method has also been used to teach Arabic, where reading skills enormously benefit from flashcard drilling.
Biodata:	Born Peterborough, England 1952; Honours and PhD in Romance and Arabic historical linguistics (University of Cambridge, UK). Founder of Fluency Idiomas; creator of the Fluency English-teaching methodology. Former Arabic lecturer (Murcia University, Spain). President of the Sociedad Española de Estudios Árabes. Specialising in Arabic place-names (see Google Scholar).
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Sub-themes:	Curriculum and Materials Development
Type of presentation	Paper
Proposal title	PROGRAM INNOVATIONS: FROM CURRICULUM DEVELOPMENT TO IMPLEMENTATION AND EVALUATION
Proposal Abstract:	In the 2010 CLS International Conference, a paper was presented titled, "From Innovation to Realization: A Case Study in Curriculum Reform." The authors presented details on how the college of science and engineering of a major private university in Tokyo was attempting to incorporate major changes to a curriculum that had been in place for over 20 years. Five years into the reformed program, the authors will illustrate an array of improvements in a department not well-known for its commitment to English education, specifically: implementation of a comprehensive freshmen orientation on the English curriculum, integration of a department-wide e-learning system, class streaming based on a standardized test, administration of pre-tests and post-tests, operation of credit-bearing study abroad programs, application

	of a strict EMI policy, and CEFR-based curriculum utilizing an EGP to EAP to ESP strategy. The increased promotion of English education has contributed to changes in student attitudes as they are now aware that much is expected of them and that resources are available to assist them to improve their English language skills. The authors believe that these students now strive for an identity as global scientists and engineers and that the new curriculum has increased learner motivation and autonomy.
Biodata:	David W. Reedy is a professor at the College of Science and Engineering at Aoyama Gakuin University, Tokyo, Japan. Currently, deputy director of the International Center of Aoyama Gakuin University. Research areas include language policy, effective study abroad programs, computer-assisted language learning, and learner autonomy.
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Sub-themes:	Instructional Approaches and Methods
Type of presentation	Paper
Proposal title	TEACHING FOREIGN LANGUAGE COMMUNICATION DEALING WITH THE PSYCHOLOGICAL FACTORS OF THE LEARNERS: A CASE STUDY WITH INTERNATIONAL JOINT PROJECTS
Proposal Abstract:	This study reports a case study of the development of an English teaching method which focuses on the psychological factors of L2 (English) learners such as foreign language anxiety, confidence towards communication, and their willingness to communicate. With this method, the author carried out three international joint projects with the cooperation of the teachers and their classes in NTI gymnasiet, Stockholm. This teaching method set the particular types according to the results from the findings from previous studies in the following four factors as the keys. They are the types in: 1) the topics of the projects, 2) the basic activities which support the skills and the psychological factors towards the communicative sessions, 3) communicative sessions, and 4) feed backs. As the result of the projects with this method, the learners could participate each session and activity with less anxiety and more eagerness to participate, and it was observed that some of the participants liked to increase the opportunity to communicate with other participants within and even after the projects.
Biodata:	Associate professor in National Institute of technology, Kagoshima College, Japan. Ph. D. in education (Hiroshima University).
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Sub-themes:	Research Methods and Approaches

Type of presentation	Paper
Proposal title	RESEARCHING THE COMPLEXITY OF FEELING, IDENTITY AND MOTIVATION IN THE L2 CLASSROOM
Proposal Abstract:	Complexity perspectives (Larsen-Freeman & Cameron, 2008) offer intriguing new avenues to investigate and describe the interrelated, co-adapting, and emergent nature of social psychodynamics among the actors in learning. Yet, such approaches may also pose challenges for those interested in researching the psychology of self-aware agents in language learning and teaching. This presentation will therefore act as an introduction to what a complexity approach can offer researchers and teachers. First, the presenter will review complexity thinking, which encourages us to understand phenomena as part of a fabric of relations and recognize the limits of our knowing (Alhadeff-Jones, 2008). After this brief introduction to complexity understandings, the presenter will encourage participants to discuss complex phenomena from their own teaching/researching/learning contexts. The presenter will also draw on his own research with English as a foreign language learners at a university in Japan to offer examples of how complexity thinking can foster deeper exploration and revised representations of the feelings, identities and motivations of L2 learners and teachers. Rather than offering a particular set of empirical tools, the session will scaffold participants to think about the learners in their classrooms and research contexts from new angles.
Biodata:	Richard J. Sampson (PhD) is a lecturer at Gunma University, Japan. His research examines language learner and teacher psychology, with a particular focus on feelings, identity and motivation. He utilizes action research and complexity perspectives to foster the advancement of student and teacher voice about experiences of second language learning.
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Name:	Dr Sampson, Richard James
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Sub-themes:	Motivation and Identity in Second Language Acquisition
Type of presentation	Poster
Proposal title	INTERACTING TIMESCALES OF IDENTITY AND FEELING IN L2 LEARNING
Proposal Abstract:	For many involved in education – students, teachers, parents, policy-makers, researchers – there is a disproportionate focus on the cognitive end-product of learning (Op 't Eynde & Turner, 2006). However, complexity perspectives (Larsen-Freeman & Cameron, 2008) caution against such a static conceptualization, and encourage us to recognize that the people with whom we are interacting in our teaching have equally important ongoing histories and identities. The current study investigated the interactions between such emergent identities and the feelings of learners in compulsory English as a foreign language lessons at a university in Japan. The study involved two classes of first-grade science and technology students (n=47). Participants wrote introspective journals which were collected weekly over a semester of English study. This presentation will begin by describing the qualities

	of feelings that students perceived as connected to their learning experiences. It will then examine more closely a number of timescales on which analysis uncovered interactions between these feelings and participants' identities – as language learners, and in other, personally important life-areas. In particular, the session will draw attention to the positive psychological benefits of allowing students to bring in their transportable identities and "speak as themselves" (Ushioda, 2011) as they engage in language learning activities.
Biodata:	Richard J. Sampson (PhD) is a lecturer at Gunma University, Japan. His research examines language learner and teacher psychology, with a particular focus on feelings, identity and motivation. He utilizes action research and complexity perspectives to foster the advancement of student and teacher voice about experiences of second language learning.
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Sub-themes:	Culture, Self and Identity in Language Education
Type of presentation	Paper
Proposal title	SHIFTING IDENTITIES IN A SOCIAL LEARNING SPACE
Proposal Abstract:	The context of this presentation is a 'social learning space' within a self-access center in a university in Chiba, Japan. The space is called the 'English lounge', or 'Yellow sofa area' to many students. It is an environment in which the purpose is for students to practice using English in a casual, relaxed and supportive area. The presenters will talk about three students in particular who have regularly used the space and how the space has impacted their identities as learners. The three students participated in two semi-structured interviews, with a year between each. The presenters take a poststructuralist approach (Block, 2007; Norton, 2000) and consider identity to be influenced heavily by social conditions. Benson, Barkhuizen, Bodycott, and Brown's (2013) investigations of identity under six facets (embodied, reflexive, projected, recognized, imagined and identity categories and resources) influenced the research and questions used in the interviews. The presenters will also discuss the extent to which an English lounge is integral in a self-access center and its impact on SLA.
Biodata:	Ross Sampson teaches English courses at Kanda University of International Studies in Chiba, Japan. He gained his MEd TESOL from the University of Glasgow and has more than eight years teaching experience in Japan, South Korea and Thailand. His research interests include; 'vocabulary', 'learner identity and autonomy' and 'action research'.
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Sub-themes:	Culture, Self and Identity in Language Education
Type of presentation	Paper
Proposal title	ASSESSING INTERCULTURAL MEDIATION IN LANGUAGE LEARNING: A FOCUS ON REFLECTION AND METALINGUISTIC AWARENESS
Proposal Abstract:	While there is a growing body of research in the area of intercultural perspectives on language teaching and learning that examines reflection in relation to the development of learners' self-identity and (critical) intercultural awareness, there has been far less attention to reflection in relation to learners' metalinguistic awareness. There is a need, therefore, to consider more closely learners' understanding of language (and the interplay of languages), how it features in their language performance and their reflections on it. This paper reports on a study that explored how teachers of languages conceptualise the reflective dimension of assessment within an intercultural language learning orientation. The project included teachers and students of Chinese, English, French, Indonesian, Italian and Japanese across the span of compulsory schooling in Australia. We discuss the design of the assessment processes intended to capture students' reflective and reflexive processes, and consider students' responses (work samples) with a particular interest in evidence of their metalinguistic knowledge and awareness. We conclude with a reflection on the importance of the 'linguistic' dimension of reflection within an intercultural language learning orientation, and the need for establishing evidence of such learning.
Abstract in French	L'évaluation de la médiation interculturelle dans l'apprentissage des langues avec une attention particulière sur la réflexion et la conscience métalinguistique Quoiqu'il y ait un nombre croissant de recherches dans le domaine de la didactique des langues dans une perspective interculturelle qui prennent en compte la réflexion dans le contexte du développement de l'identité personnelle de l'apprenant et de la conscience interculturelle (critique), une attention moindre a été réservée à la conscience métalinguistique de l'apprenant. Il est donc nécessaire d'étudier de plus près comment les apprenants conçoivent la langue (et le jeu des langues), et la place cette conceptualisation occupe dans leur performance linguistique et dans leurs réflexions. Cette communication rend compte des résultats d'une étude qui examine comment les enseignants de langues conçoivent la dimension réflexive de l'évaluation dans une orientation interculturelle á la didactique des langues. L'étude regroupe des enseignants et des apprenants du chinois, de l'anglais, du français, de l'indonésien, de l'italien et du japonais dans la scolarisation obligatoire en Australie. Nous discutons la conceptualisation des processus de l'évaluation qui ont pour but de connaître les processus réflectifs et réflexifs des apprenants et examinons les réponses des étudiants avec un intérêt particulier pour mettre en évidence leurs connaissances et conscience métalinguistique. Nous concluons par une réflexion sur l'importance de la dimension « linguistique » de la réflexion pour une orientation interculturelle à l'apprentissage et la nécessité d'établir les indices d'un tel apprentissage.
Biodata:	Angela Scarino is an Associate Professor in Applied Linguistics and Director of the Research Centre for Languages and Cultures, University of South Australia. Her research expertise is in languages education in linguistically and culturally diverse societies, second language learning, second language curriculum design, learning-

	oriented assessment, intercultural language learning and second language teacher education.
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Sub-themes:	Curriculum and Materials Development
Type of presentation	Paper
Proposal title	EXTENSIVE READING PROGRAM DESIGN
Proposal Abstract:	Extensive reading is one of the easiest ways for learners to receive large amounts of input at the appropriate level (i-1 to i+1 range). This presentation will introduce a number of factors that must be considered when designing extensive reading programs and provide recommendations that teachers and administrators can use. The following areas will be addressed: materials, targets, evaluation, learner training, educator training, administration, and reporting. The speaker has experience with programs at the primary, secondary, and tertiary levels and currently oversees a university ER program serving thousands of undergraduate students and a program at a private language school serving hundreds of children and adults.
Biodata:	Ben Shearon is a lecturer at Tohoku Universtiy in Sendai, Japan. He has been working in EFL since 1998 and has experience teaching at the primary, secondary, and tertiary levels. His main areas of interest are curriculum design and extensive reading. His blog can be found at sendaiben.org
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Sub-themes:	Curriculum and Materials Development
Type of presentation	Paper
Proposal title	DEVELOPING MOBILE LEARNING JAPANESE LANGUAGE COURSE
Proposal Abstract:	Mobile learning is a revolutionary way of e-learning. With rapid advancement in technology for mobile devices, mobile learning is becoming a new educational trend in Singapore. The mobility and accessibility of such forms of learning expand the boundaries of e-learning, allowing learners to learn anywhere, at any time. Mobile learning principles, effectiveness, advantages and models have been studied by many researchers (Fozdar & Kumar 2007). In 2017, we created a short beginner-level Japanese language course using an application called Gnowbe. The Gnowbe app (www.gnowbe.com) integrates reading, quizzes, reflections, and has features that

	allows interactions between learners and the learning community. The study for this presentation will aim to examine the development process of the mobile learning course; designed for the beginner-level Japanese language learner and aims to teach participants to listen and speak essential basic Japanese phrases. This study seeks to understand learners' perspective on influential factors on mobile learning. We hope this presentation will provide crucial information and suggest good practices that would be useful for developing a mobile learning course for foreign language.
Biodata:	Sanae Shigeta is a lecturer in the School of Humanities & Social Sciences at Temasek Polytechnic in Singapore. Her research interests are formative assessment, curriculum design and learner autonomy
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Sub-themes:	Self-regulation and Metacognition
Type of presentation	Paper
Proposal title	THE DEVELOPMENT OF EFL LEARNERS' METACOGNITION IN A FLIPPED CLASSROOM
Proposal Abstract:	This study adopts a mixed method in comparing EFL students' development of metacognition in a university flipped classroom versus a regular classroom context. Quantitative survey data were retrieved in order to compare two groups (N=107) of students' changes in metacognitive strategy use frequency. On the other hand, learners' metacognitive changes in the course of a semester were revealed from the qualitative data. A total of ten students joined two semi-structured interviews, at the beginning and end of the semester respectively. Findings show that while learners in the two contexts did not differ in the frequency of metacognitive strategy use, qualitative changes in metacognition suggested the positive impact flipped classroom may have on students' metacognitive development. Implications for teaching and further research are discussed.
Biodata:	Hui-chia Shih is currently a PhD student at National Changhua University of Education and a full-time lecturer at Foreign Language Center of Feng Chia University in Taiwan.
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Sub-themes:	Teacher Education and Development
Type of presentation	Paper
Proposal title	HUNGARIAN PRE-SERVICE ENGLISH TEACHERS' MOTIVATION: A MIXED-METHODS STUDY

Proposal Abstract:	Language teacher motivation has been an emerging field of inquiry within the field of second language acquisition recently. However, little attention has been paid to pre-service teachers, many of whom are met by demotivating conditions once they start teaching. The present study set out to validate a newly constructed questionnaire with the help of which the motivation of pre-service English teachers can be reliably measured. Data were collected in two stages: first, with the help of Likert-type scales, then, through semi-structured interviews. Self-determination theory (Ryan & Deci, 2000) and the L2 motivational self-system (Dörnyei, 2005) provided the major theoretical underpinning for the research. The participants of the study were pre-service English teachers from Hungary (N=51). Thanks to the quantitative data analysis, the validity and the reliability of the questionnaire could be improved and an initial version of the internal structure of pre-service English teachers' motivation emerged. As to the qualitative data analysis, it provided answers regarding the unreliability of some measures of the questionnaire and it also offered deeper insights into the targeted phenomenon. Implications for teacher education and plans for the next steps of the larger research project will be outlined.
Biodata:	Dávid Smid is a PhD scholar in the Doctoral School of Education at Eötvös Loránd University, Budapest, Hungary. His research interests include the socio-psychological aspects of foreign language learning and teaching. Currently, he is a guest lecturer at Meisei University, Tokyo, Japan.
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Sub-themes:	Theories of Language Learning Motivation
Type of presentation	Paper
Proposal title	MOTIVATION TO STUDY LANGUAGES AT HIGH SCHOOL AND UNIVERSITY IN ENGLISH SPEAKING COUNTRIES: INDIVIDUAL AND INSTITUTIONAL FACTORS
Proposal Abstract:	Much of the research on language learning motivation has been conducted on the study of English. While this has resulted in exciting developments in motivational theory in recent decades, there is evidence that motivations for studying a global language such as English may differ from motivations to learn other languages. Japanese is the most widely studied language in Australia. This paper reports on research into why Australian students of Japanese elect to continue or discontinue their language studies when entering senior secondary school. It also examines motivations for students to study Japanese at University. Drawing on a range of theories and research perspectives, this study draws together internal psychological factors and external social and institutional factors, both of which are important in examining continuation of language study in school and university contexts. The paper highlights the role of factors such as intrinsic enjoyment, cultural interest and travel experiences, which may be more important determinants of motivation when the social and instrumental imperatives for language study are weaker. It also examines the impact of institutional structures on students' choices. Finally, it seeks

	to contribute to the development of motivational theories that fit a wide range of contexts, and target languages.
Biodata:	Robyn Spence-Brown is a Senior Lecturer in the School of Languages, Literatures, Cultures and Linguistics at Monash University, Australia, where she teaches Introductory Japanese and postgraduate units in Applied Linguistics. She is currently Coordinator of the Linguistics and Applied Linguistics Higher Degree by Research Program.
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Sub-themes:	Motivation and Identity in Second Language Acquisition
Type of presentation	Paper
Proposal title	NEGOTIATING PARTICIPATION AND IDENTITIES: MAINLAND CHINESE UNIVERSITY STUDENTS' ENGLISH LEARNING EXPERIENCES IN HONG KONG
Proposal Abstract:	This paper reports on findings of a qualitative inquiry into mainland Chinese university students' lived experiences of learning English as a second language (L2) in multilingual Hong Kong. Drawing upon data collected via a series of in-depth interviews with a group of mainland Chinese university students who came to Hong Kong for their tertiary education, the study found that their participation in L2 learning and use practices appeared to be mediated by contextual conditions in the new sociocultural setting and was closely intertwined with their negotiation of identities and membership in different contexts. Findings revealed that they appropriated the sociolinguistic norms of the local society to increase their opportunities to speak English under appropriate circumstances. While they negotiated fuller participation in the L2-medium classroom as competent members, they struggled in gaining access to social networks of exchange students, which prevented them from engaging in meaningful L2 interactions outside the classroom. It was also revealed that the participants positioned themselves differently in relation to their interlocutors in L2 interactions, depending on the interlocutors' native/non-native status. The findings contribute to a nuanced understanding of how mainland Chinese university students' L2 learning practices could be shaped by contextual complexities in a new setting.
Biodata:	Matthew Sung is an Assistant Professor in the Department of English at City University of Hong Kong. His research interests are in the areas of sociolinguistics, language and identity, and second language learning.
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Sub-themes:	Learner and Teacher Autonomy

Type of presentation	Poster
Proposal title	THE ROLE OF EXTENSIVE READING IN JAPANESE AS A SECOND LANGUAGE
Proposal Abstract:	This research aimed to clarify improvement of comprehension through extensive reading in learners of Japanese as a second language. The investigation was designed to record and analyze reader eye movements and determine how that related to text comprehension. After three months of practice with a variety of reading materials, the results showed that readers at the intermediate level controlled their reading more and that they adjusted the manner in which they read to the content, by altering their reading speed and fixations. The readers usually placed their attention on the words in the text initially, but, increasingly, they began to focus on and enjoy the content of the stories. They gradually acquired the skills necessary to comprehend texts and improve reading fluency. In conclusion, this research has demonstrated that extensive reading provides opportunities for learners to foster related autonomic skills.
Biodata:	Mika Suzuki is a professor at Institute of Japan Studies, Tokyo University of Foreign Studies. Much of her research has centered on developing effective Japanese as a second language reading materials. She is also working on measuring the effects and learning outcomes of educational materials including reading and other skills.
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Sub-themes:	Motivational Strategies for Teachers and Learners
Type of presentation	Poster
Proposal title	SELLING ENGLISH: MARKETING AND MOTIVATION
Proposal Abstract:	Motivation is the key to continued study and success in language learning. This study focuses on students' attitudes towards learning English in one non-English major department of a Japanese private university, and the likelihood of continuing studying English after the first year. The research questions are: 1. How are recent tendencies and the present situation (2013-2018) in the light of numbers of students taking optional classes? 2. What can be done to encourage students to keep studying English? After describing the learning context under inspection, the presenter will explain the two data sets used in this study: one concerning numbers of students who took post-first year optional English classes since 2013; the other reporting results of a survey of students currently attending compulsory and optional English classes. In the survey, the majority of students expressed a dislike for English. This attitude is confirmed by the almost constantly low demand for optional classes (1-4 students per class). One year, however, the presenter succeeded in persuading a record number of students (40) to join an optional class. This success has encouraged her to continue

	exploring the potential of marketing strategies to persuade students to keep studying and growing in motivation.
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.
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Sub-themes:	Motivational Strategies for Teachers and Learners
Type of presentation	Poster
Proposal title	TEACHER DEMOTIVATIONAL FACTORS WITH "GOOD" STUDENTS
Proposal Abstract:	This case study explores teacher demotivational factors of an advanced Japanese language class taught by an experienced instructor in a private language school in Japan. The class consisted of seven Asian students who followed the instructor's instruction well with a serious attitude, however, they did not mix well and did not try to collaborate each other. A variety of pedagogical interventions to promote interaction among the students and their spontaneous utterances apparently did not work. As a result, the instructor described the class as "unsuccessful". The present study aimed to identify possible factors that demotivated the instructor. Student interview, course feedback from the students, and semi-structured interview to the instructor were analyzed qualitatively. The result suggested possible factors that demotivated the instructor: belief of the instructor, the students' lack of autonomy, individual differences in the target language proficiency among the students, and difference of instructional mode among the instructors. Previous studies showed that student attitudes such as sleeping in class or forgetting homework could be a crucial factor for demotivating teachers (Sugino 2010a and Sugino 2010b). Present study, however, suggests teacher could be demotivated by students with good attitudes.
Biodata:	Makoto Takeda is Assistant Professor of Center for Japanese Language, Wasada University. His current research interest includes Japanese language education for interaction, learning environment design and post-positivist approach in communicative language teaching, and situated learning.
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Sub-themes:	Self-regulation and Metacognition
Type of presentation	Paper

Proposal title	WHAT DO MOTIVATION, IDENTITY, AND AUTONOMY HAVE TO DO WITH LANGUAGE LEARNING STRATEGIES?
Proposal Abstract:	While language learning strategies (LLS) generally appeal to teachers' intuition about how best to teach languages, the existence of LLS is difficult to define at a rigorous scientific level. The field itself has been under attack from the onset. In response to heavy criticism, other concepts such as self-regulation, motivation, and autonomy have crept into the discourse of LLS. In recent publications, there has been a push for LLS and self-regulation to exist a complex system inextricably intertwined with motivation, identity, autonomy, and other related concepts. This presentation will argue that a convergence of LLS and these other concepts is not as clear as it may seem. In order to enable teachers to effectively implement and evaluate LLS in foreign language education, our understanding of the relationship between strategies and other concepts needs to be reassessed. This presentation will provide an innovative way of viewing LLS in several steps. First, a critical review of the field will illustrate the evolution of LLS research and the conceptualizations that have been used from past to present. Second, an alternative model of LLS in relation to motivation, identity, and autonomy will be introduced. And finally, implications for teaching and research will be discussed.
Biodata:	Nathan Thomas is a postgraduate researcher at the University of Oxford, UK. He also works as Director of EFL for an educational consulting company in Beijing, China. Prior to his current positions, he earned an MEd in International Teaching, MA in Applied Linguistics, and a BA in English. nathan.thomas@education.ox.ac.uk
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Sub-themes:	Theories of Language Learning Motivation
Type of presentation	Paper
Proposal title	IMPACTING MOTIVATION, IDENTITY AND AUTONOMY IN LEARNING BY INCREASING THE APPEAL OF TOOLS
Proposal Abstract:	Levels of learner investment in classroom practices can be modified and motivated by influencing a nurturing teaching environment, crafting proficient teaching methods, and applying and generating effective teaching tools. The tools implemented can positively impact degrees of learner intrinsic and extrinsic motivation and the levels of effective learning, the identity learner's form as they adopt, construct and negotiate the target language, and the capability and autonomy with which they act to involve themselves, and take charge of their learning and language development. In this presentation teachers, and curriculum and materials designers will develop their practical knowledge of how the motivational value and appeal of tools, instructions and materials can be assessed and increased through the application of Keller's ARCS model. ARCS is grounded in Expectancy-Value Theory that has drawn from both Attribution Theory and Self-Determination Theory. After briefly illustrating these concepts participants will then discover how problems with learning motivation can be systematically identified and then solved by

	improving the design and motivational appeal of instructional materials. It will also be illustrated that the ARCS model can be applied to the use of classroom technological tools to assess their suitability in supporting motivation and autonomy.
Biodata:	Simon Thomas is an Associate Professor at Osaka Prefecture University. His research interests lie in language acquisition, attributional retraining, the influences of technology-enhanced learning on teacher choices in the classroom and the motivational and learning effects of a bring-your-own-device policy within Academic English.
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Sub-themes:	Teacher Education and Development
Type of presentation	Paper
Proposal title	"THEY GAVE YOU ALIEN": APPRECIATIVE ADVISING AND REFLECTION IN FEEDBACK ON TEACHING PRACTICE IN PRE-SERVICE TEACHER TRAINING
Proposal Abstract:	Feedback talk is an essential activity for developing individual trainee's performance in pre-service teacher training program. To facilitate this, trainers conventionally focus on areas of trainee weakness, which may have a detrimental effect on trainee motivation. This study explores how Appreciative Advising (AA), in which trainers focus on trainee strengths, manifests in feedback talk. The data comes from a larger study on reflective feedback practices. A transcript of a feedback conference between a trainer and two trainees (one high-performing and one low-performing) was first analyzed quantitatively using the Appreciate Advising Skills Rubric (Bloom, Hutson, & He, 2008), and then qualitatively to see how AA supplements reflective feedback talk. The findings indicate that instances of AA can be identified in reflective feedback and serve as confirmatory feedback, particularly with a high-performing trainee. We argue that greater focus on trainee strengths in feedback may serve to motivate especially low-performing trainee teachers.
Biodata:	Dr. Wenwen Tian is a lecturer at King Mongkut's University of Technology Thonburi in Thailand. Her research interests include discourse analysis, academic supervision, and teacher education. Over the last 18 years, she has worked as an English teacher and a coordinator of international affairs in China, Thailand and Saudi Arabia.
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Sub-themes:	Teacher Education and Development
Type of presentation	Paper

Proposal title	KNOWLEDGE COLLABORATION IN NON-ORGANIC VIRTUAL COMMUNITIES OF PRACTICE: THE BENEFITS, BARRIERS, AND MOTIVATIONS
Proposal Abstract:	Teaching English as an international language (EIL) in a Japanese university context can be an individualistic and isolating endeavor. Most instructors have long commutes, busy schedules, and are often segregated from colleagues in their own classrooms. Many teachers are both creating and joining organic virtual communities of practice (VCoP) to not only alleviate their feelings of isolation, but to share knowledge and develop their professional skills. Similarly, in an effort to become more marketable in an increasingly competitive job market, a growing number of EIL educators are enrolling and participating in non-organic VCoPs created in distance education learning programs. This presentation will discuss the literature behind VCoPs and illustrate the structural and motivational influences and differences between the organic and non-organic environments. It continues by reporting on a qualitative study that explored the benefits and barriers, as well as the perceptions of EIL instructors towards their non-organic VCoP. An activity theory analysis was utilized to identify the systemic complexities and tensions that are present in non-organic VCoPs. The presenters will also highlight several practical strategies that will enable participants to overcome potential pitfalls and get the most out of their non-organic online learning environments.
Biodata:	Sean H. Toland is currently an Assistant Professor at Nanzan University, Nagoya, Japan. His research interests include technology-enhanced learning, materials development and critical theory. He is a PhD student at Lancaster University in the UK, studying e-research and technology enhanced learning.
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Type of presentation	Paper
Proposal title	EXPLORING VIETNAMESE EFL STUDENTS' ATTITUDES TOWARDS PROJECT-BASED LEARNING ASSESSMENT
Proposal Abstract:	The traditional English language assessment in Vietnamese schools has long been criticized for discouraging proper language learning (Hoang, 2010). This case study, while searching for a supplementary means of assessment, explores the attitudes of EFL students towards the employment of Project-based Learning, a learner-centered teaching method that has recently proven to motivate students by bringing them close to real-life language use and allowing them to actively explore real-world challenges and problems (Nguyen, 2011). The results is based on empirical data collected in a Vietnamese high school. A group of 40 students took part in the project in place of the regular traditional English exam. These students were then required to complete a questionnaire focusing on their attitudes towards this kind of assessment. Positive

	reactions concerning task value, task clarity and resources were revealed from the data analysis.
Biodata:	Vu Tran-Thanh received his M.Ed. in TESOL from the University of Southern Queensland, Australia in 2015. In addition to his teaching, he has been providing workshops in teaching practice for teachers at various language school. His research mainly focuses on Teaching Methodology and Teaching Practice.
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Sub-themes:	Culture, Self and Identity in Language Education
Type of presentation	Paper
Proposal title	STUDY-ABROAD IN JAPAN IN PICTURES: PHOTOGRAPHS AS DATA IN LIFE-STORY NARRATIVE RESEARCH FOR SECOND LANGUAGE LEARNING AND IDENTITIES
Proposal Abstract:	This paper reports two longitudinal case studies of international students studying Japanese as an L2 in universities in Japan. The students took photographs of any events in which they had participated. The photographs taken in large quantities were coded for the people depicted and related to the events in the students' lives (in subsequent sets of interviews) to consider which communities of practice they had been allowed access to and the consequences of these for the development of their identities as speakers of Japanese during their study abroad. The study indicates involving in L2-mediated communities of practice is essential in constructing identity as L2 'users' as well as highlights the impact of use of photographs in L2 narrative research.
Biodata:	Tae Umino received her Ph.D. from the University of London and is Professor at Tokyo University of Foreign Studies. She teaches Japanese and L2 pedagogy. Her recent research interests include out-of-class L2 learning, L2 learning in study-abroad, and narrative and visual approaches in SLA research.
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Sub-themes:	Other Relevant Topics
Type of presentation	paper
Proposal title	HERITAGE TAMIL LANGUAGE MAINTENANCE IN CALIFORNIA BAY AREA
Proposal Abstract:	The maintenance of language minority children's L1 is often a desired outcome, but previous research has illustrated the difficulties of maintaining this language at home, especially when the language is not supported in the environment. In such situations,

	research suggests that the role of parents, specifically their attitudes, is crucial since it can greatly influence their children's way of looking at their native languages. Li (1999) adds that children's attitude toward, and their willingness to learn their L1 depend mostly on how parents perceive the role of L1 in the new setting. Fishman (1991) also argues that the role of parents is as significant as the role of schools in teaching children their heritage language. The goals of the study presented here are twofold: The first goal is to understand primarily from children aged 10 to 21 born to Tamil-speaking Indian immigrants settled in the Bay area of Northern California and secondarily from the Tamil speaking Indian immigrant parents themselves whether the children's and parents' attitudes toward the importance of learning the heritage language match with one another; the second goal is to study the factors that affect the heritage language maintenance in the bay area households of Tamil immigrants.
Biodata:	Professor Swathi Vanniarajan earned his Ph.D. in Applied Linguistics from the University of California, Los Angeles and has taught Applied Linguistics in India, Singapore, Cananda and the USA. His specializations include second language acquisition, language testing, and psychology of language processing.
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Sub-themes:	Other Relevant Topics
Type of presentation	Paper
Proposal title	A NEURO-COGNITIVE MODEL OF INTERLANGUAGE
Proposal Abstract:	Learning (including language learning) is a socio-cultural phenomenon; yet, in the human brain, it has a physical representation. How this physical representation (of both knowledge and skill) comes into being is one of the currently investigated areas in neuro-cognitive research and will also be the focus of this presentation. The important claim made in this presentation is that learning is gradually constructed in the human brain through what is called associative learning happening through a synchronized firing of neurons. Neural plasticity and neural gaping (inhibitory and excitatory processes) are two processes that work in co-ordination with the working memory to make language learning happen in human beings. What is intriguing is that the system overshoots itself and ungrammatical utterances emerge in the neural network. Neural pruning is the corrective process. The presentation is divided into three parts. The first part will describe the current findings in brain research, especially the findings on neuro-plasticity, limbic-system, neural gaping, and neural pruning. The second part will show how interlanguage is a product of associative learning by analyzing certain interlanguage data. The third part will discuss the pedagogical implications of the model with a list of do's and don'ts for both teachers and learners.
Biodata:	Professor Swathi Vanniarajan earned his Ph.D. in Applied Linguistics from the University of California, Los Angeles and has taught Applied Linguistics in India, Singapore, Cananda and the USA. His specializations include second language acquisition, language testing, and psychology of language processing.

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Sub-themes:	Teacher Education and Development
Type of presentation	Paper
Proposal title	MAKING 'EFFECTIVE' ENGLISH TEACHERS IN VIETNAM
Proposal Abstract:	Vietnamese English teachers' (VETs) poor performance in Common European Framework of Reference for Languages (CEFR)-based national English proficiency assessments is widely perceived by the public as the main reason why Vietnamese learners have poor English proficiency (Le, 2007). Research shows, however, that it is the effectiveness of instruction that plays a crucial role in determining the success of language students' learning outcomes (e.g., Burns, 1992). Given this dilemma between proficiency and instructional ability, it is necessary to research what VETs say about their own situations and how they perceive the effectiveness of their teaching. Published research to date on VETs has focused mainly on investigating their perceptions about language knowledge, teaching and learning (Nguyen, 2016). Studies that have touched upon VETs' voices and perception of their teaching effectiveness have rarely been reported. To fill this gap, this study investigates the voices of a range of experienced VETs, and how they perceive the effectiveness of their instruction based on their lived experiences, coupled with classroom observation of these same VETs. Some important characteristics of effective VETs emerging in this study, which will be of great benefit to pre-service and novice VETs in their preparations for successful ELT careers, will be discussed
Biodata:	Hai Yen VU is currently undertaking her PhD and completed her Master of Research at Macquarie University, Australia. Her research interests are language learning and teaching, language teacher education and development.
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Sub-themes:	Instructional Approaches and Methods
Type of presentation	Paper
Proposal title	EDUCATIONAL DESIGN TO RAISE MOTIVATION: A STUDY ON COLLABORATIVE LEARNING IN PROJECT-BASED LEARNING
Proposal Abstract:	In general, "motivation" is involved in "being able to understand" and "being able to do". "I am happy to understand", "I became motivated" are the result of "motivation". In this sense, "motivation" has a significant role in language learning. Project-based learning and collaborative learning are known to have a great influence on "motivation". We had recognized in long-term educational practice that they influence not only the "motivation" for learners but also the learning effect, but there was no opportunity to scientifically verify them. Therefore, we conducted a study

	that analyzes various activities in the "company visit project" carried out between Japanese college students and Japanese learners in Singapore for elements of "motivation" and how they affected autonomous learning and self-confidence according to the ARCS model of motivational design (Keller 1983, 1987, 2008). "Educational design" that is effective for "motivation" was then considered. Although there are differences in learning objectives and concrete activities between the two sides, it turned out that performing "collaborative learning" towards one goal was synergistic in various ways. Through these, we propose "educational design" to raise "motivation" in language education and assert that motivated learning itself becomes "motivation" for subsequent learning.
Biodata:	Prof Izumi Walker is currently the Assistant Director of Centre for Language Studies and Convenor of the Japanese Language Programme at NUS. She obtained MSc in Applied Linguistics from the University of Edinburgh, PhD from Waseda University, and taught the Japanese language in US, UK and Japan before coming to Singapore in 2000.
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Sub-themes:	Theories of Language Learning Motivation
Type of presentation	paper
Proposal title	HE KEEPS A LOW PROFILE: A METAPHORICAL DEFINITION OF AN EFL PUPIL'S LEARNING MOTIVATION
Proposal Abstract:	In the recent years, the dynamics of language learning motivation has been extensively discussed in the L2 field. However, empirically the individual differences and in-depth factors related to motivational dynamics have been underresearched in previous studies. In this case study, we analyzed a fourth grade pupil's language learning motivation in an EFL context. Qualitative data were collected through various techniques such as interviews and observations at a suburban elementary school located in central Taiwan for over one semester. The major themes regarding the pupil's EFL learning motivation that emerged from the data were presented, reflected on and discussed in terms of some metaphors, which we think may depict the complex phenomenon of the motivational dynamics in this particular learning context. First, much of the student's motivation may be invisible to the teacher as the portion of the "iceberg" below the water. Second, the participant intentionally "camouflaged" his learning motivation because he wanted to protect himself from peers' pressure. Third, the student's motivation is a "seed" growing dynamically and organically in a garden of learning, constantly surrounded by unpredictable factors and challenges. Finally, we concluded that a "chasm" existed between the student's and the teacher's motivational thinking for learning English.
Biodata:	Pei-cheng Ina Wei is a Ph.D student in the English Department, National Changhua University of Education, Taiwan. She teaches English as a full-time teacher in an

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Sub-themes:	Assessment and Evaluation
Type of presentation	Paper
Proposal title	ELECTRONIC DIRECT AND INDIRECT FORMATIVE WRITTEN FEEDBACK IN ESL ACADEMIC WRITING CONTEXTS
Proposal Abstract:	In L1 and L2 writing development, feedback type is categorized with the binary of direct feedback—where the instructor applies clearly understandable corrections to a body of work—and indirect feedback—where the instructor identifies problematic areas in which the author needs to address though does not apply corrections. Written feedback often is provided directly to a student's text, however, more ESL instructors are discovering the advantages of providing feedback electronically through e-mail or online platforms such as Google docs and software such as Microsoft Word which utilizes comment functions allowing students and those providing feedback to discuss, comment, as well as dismiss feedback. Though controversy over feedback continues, "studies on error correction in L2 writing have confirmed that students who receive error feedback from teachers improve in accuracy over time" (Ferris & Roberts, 2001:161). In this presentation, the presenter will demonstrate some of the advantages of direct and indirect electronic feedback through the online platform of e-mail and Google docs, assist participants in set up with screen shots from past courses, and encourage participants to consider electronic feedback, even if only in the formative stage.
Biodata:	Mr. John Wilson is in his 14th year teaching ESL in Japan and is entering the third year of an Ed.D. program at the University of Exeter in the UK. With a background in creative non-fiction writing, his research interests include task-based and project-based language teaching and language learning motivation.
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Sub-themes:	Other Relevant Topics
Type of presentation	Paper
Proposal title	THE ROLE OF NATIVE SPEAKERS IN LINGUA FRANCA COMMUNICATION IN MULTICULTURAL CLASSROOM
Proposal Abstract:	The heart of lingua franca communication is that both native speakers and non-native speakers are in equal positions. However, it needs to be more explored how it is realized because native speakers are linguistically superior in general. This empirical

	study was conducted in a state university in Japan. Data were collected during multicultural classes where international and Japanese students studied together and tackled group projects using an active learning approach. Two classes conducted in English and two classes in Japanese all with the same syllabus were compared. In both courses, non-native speakers had upper-intermediate to advanced level oral proficiency in the language of instruction. We found two elements of native speakers' attitudes which could have contributed to successful lingua franca communication: their reserved attitudes and developing rapport in the groups. It is generally pointed out that the core of lingua franca is communication strategies. However, what was inferred from this study is that in lingua franca education, the cognitive elements such as attitudes and consideration to others (non-native speakers) also need to be explicitly taught and native speaker's role as negotiator rather than a norm is important.
Biodata:	Etsuko YAMADA is Associate Professor in Research Faculty of Media and Communication Studies, Hokkaido University in Japan. Her recent research interests include, English as a Lingua Franca, Intercultural Communicative Competence, Critical Cultural Awareness, Critical Thinking, Criticality and Global Citizenship.
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Sub-themes:	Other Relevant Topics
Type of presentation	Paper
Proposal title	STUDY ABROAD EXPERIENCES AS NARRATIVES: A PRELIMINARY INVESTIGATION USING THE TRAJECTORY EQUIFINALITY APPROACH
Proposal Abstract:	Accumulated research findings and individual personal experiences demonstrate that a study abroad experience has a significant impact on learners' target language proficiency and personal growth, eventually contributing to their identity construction. 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 narratives of Japanese learners of English who participated in a five-month study abroad program in the US and, further, explores their learning processes. While studying abroad, they were required to regularly write a personal, digital report. After returning to Japan, twelve learners were selected, given a semi-structured interview, and asked to reflect on their experiences based on their own report. Their verbatim records were analyzed with the Trajectory Equifinality Approach (TEA) (Sato, 2009; Yasuda, Nameda, Fukuda, & Sato, 2015; Yasuda & Sato, 2012). The results showed that their learning processes were characterized by an intricate interplay of their past life experiences, their character, their perceptions about their English proficiency, events that occurred in their everyday lives, and the way they interpreted those events in terms of intercultural communication.
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.
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Sub-themes:	Self-regulation and Metacognition
Type of presentation	Paper
Proposal title	TIME-SERIES ANALYSIS OF THE INTERPLAY OF INDIVIDUAL AND COLLABORATIVE METACOGNITION IN THE PROCESS OF ENGLISH WRITING AT UNIVERSITY
Proposal Abstract:	The purpose of the study is to analyze the time-series interplay of individual and collaborative metacognition in the process of English writing at a Japanese university, using multilevel digital portfolios. The multilevel digital portfolios were recorded on a newly constructed WebDAV system, based on the results of the online evaluation of the university students' English writing. Time-series changes in individual and collaborative metacognition were represented in the multilevel portfolios, which included drafts and evaluative descriptions. In the descriptions, based on the self-evaluation and peer-evaluation of the 1st draft, and the final self-evaluation of the revised draft, the time-series interplay of individual and collaborative metacognition was analyzed by employing text mining in addition to a case study approach in combination with a text analysis in which episodes of individual and collaborative metacognition were coded and identified. The descriptions were also analyzed in terms of metacognitive components, such as knowledge, experiences (including affect, monitoring, and judgement), and skills (action control) proposed by Efklides (2009). It was found that there existed the interplay of individual and collaborative metacognition to a certain extent and that the components of metacognitive knowledge, experiences, and skills were also associated with one another in the time-series interplay process.
Biodata:	Toru Yamashita is a professor at the Research Department of Humanities and Social Sciences, Kumamoto University, Japan. He specializes in applied linguistics, discourse analysis, and portfolio assessment. He has recently been conducting research on collaborative metacognition and affect in the process of writing, based on the Vygotskian sociocultural approach.
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Sub-themes:	Motivation and Identity in Second Language Acquisition
Type of presentation	Paper
Proposal title	MOTIVATION TO LEARN, L2 ANXIETY AND TARGETED INTERVENTIONS

Proposal Abstract:	Generally speaking, teachers do not want to increase the L2 anxiety of their students for fear of its effects on their motivation. However, this poster which reports on the partial results of a larger mixed-method research project exploring the effectiveness of Dornyei's (2009) L2 Motivational Self System in a Japanese EFL context, will argue that L2 anxiety can benefit learners' motivation to learn. Quantitative data gathered from University students (N=6) revealed a slight but undesirable increase in L2 anxiety. Despite this, a close look at the qualitative data showed two interesting trends. Firstly, that the learners' L2 self-confidence commonly derived from the act of comparing their own English abilities to the abilities of returnee students. This act of comparing seemed to result in fluctuations between two actions: avoidance and emulation. Secondly, the degree of L2 anxiety felt by the learner in relation to their English-language studies and abilities may not lessen as a result of the L2 Motivational Self System-based materials but rather through the continued sharing and embracing of their own language anxieties with their fellow language learners. It is hoped that a through this poster, a new dialogue surrounding L2 anxiety can take place in the classroom.
Biodata:	Amelia Yarwood is a Learning Advisor in the Self-Access Learning Centre at Kanda University of International Studies. She completed her MA Linguistics (TESOL) at Sophia University, Japan in 2018 and is following her passion for research into Motivation, Autonomy, Meta-cognition and Materials development.
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Sub-themes:	Motivational Strategies for Teachers and Learners
Type of presentation	Paper
Proposal title	INFLUENTIAL FACTORS ON L2 MOTIVATION AND ITS CHRONOLOGICAL CHANGES: ENTIRE LIFE PERSPECTIVES BASED ON ADVISING IN LANGUAGE LEARNING
Proposal Abstract:	As L2 motivation could be affected by person's entire life (Dörnyei & Ryan, 2015), researchers should explain influential factors on L2 motivation and its chronological changes with broader perspectives. Although advising in language learning (ALL), a professional practice to raise autonomous learners considering each learner's whole person aspect (Carson & Mynard, 2012), is useful to investigate the above, there is only limited evidence. The researcher conducted dialogue-based ALL for eight Japanese EFL undergraduates (90-minute x 7 for each). Recorded dialogues were qualitatively analyzed in phenomenological manners to explain influential factors on L2 motivation and its chronological changes with broader perspectives. The results extracted three prominent influential factors: opportunities to use English, gaining competence, and overcoming anxiety. For opportunities to use English, learners' past learning experiences should be considered as a broader perspective. Generally speaking, Japanese EFL learners do not have adequate opportunities to use English in junior and senior high schools as they usually focus on university entrance examinations. Thus, undergraduates can be motivated while they enjoy authentic use such as getting or providing information in English. After finding new learning

	strategies with authentic English use in the ALL, they were strongly motivated. The other two factors are also discussed.
Biodata:	Toshinori Yasuda worked as a certified psychological counselor after receiving his first MA in psychology. Then, he received his second MA in English education and currently works as a research associate at Waseda University, Japan. His academic interests focus on interdisciplinary research among applied linguistics, foreign/second language education, and psychology.
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Sub-themes:	Curriculum and Materials Development
Type of presentation	Paper
Proposal title	A QUALITATIVE INQUIRY OF THE ADJUSTMENT PROBLEMS OF A GROUP OF DUAL DIPLOMA ELT STUDENTS IN THE USA
Proposal Abstract:	This qualitative study aims at investigating the adjustment problems experienced by a group of Turkish dual diploma ELT (English Language Teaching) students studying in the USA. The participants of the study were 22 undergraduate Turkish students studying in an ELT dual diploma program offered by a state university in New York and a state university in Turkey. The students of the program completed the first and the fourth years of the program in their Turkish university and the second and the third years of the program in the American university. The data were collected by using a set of semi-structured interview questions and were analyzed by using constant comparative method by first identifying the emerging categories in the interview transcripts and then developing the themes were from those categories. Analysis of the data indicated four major categories of the factors affecting the adjustment problems: English proficiency, differences in educational systems/cultures of the two institutions; the unique design of the program; and orientation.
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Type of presentation	Paper

Proposal title	THE RELATIONSHIP BETWEEN LISTENING ANXIETY AND LISTENING COMPREHENSION PROBLEMS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE
Proposal Abstract:	This study investigates the relationship between foreign language listening anxiety and foreign language listening comprehension problems experienced by a group of university level EFL learners studying in Turkey. The participants of the study are 118 (63 male, 55 female) first year university students studying English as a foreign language (49 elementary, 69 intermediate) at a public university in Turkey. The data of the study are collected with the help of two different instruments: (a) a perception questionnaire designed for investigating English language learners' perceptions of listening comprehension problems, the questionnaire has five sub-sections which focus on message, task, speaker, listener, and strategy; (b) a foreign language listening anxiety questionnaire. For data analysis, overall and sub-section mean scores are calculated, and Pearson's product-moment correlation coefficients were found in order to understand the relationship between listening anxiety and listening comprehension problems. Results of the study indicate that there is a statistically significant relationship between foreign language listening anxiety and listening comprehension problems experienced by English language learners. Results are discussed in the light of the relevant literature and implications for language learning classroom are presented.
Biodata:	Selin Yildirim is an EFL instructor at Anadolu University, School of Foreign Languages. Her research interests include listening comprehension problems and anxiety.
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Sub-themes:	Curriculum and Materials Development
Type of presentation	Poster
Proposal title	USING STUDENT INTERVIEWS TO EVALUATE USAGE OF AUTHENTIC MATERIALS IN THE EFL CLASSROOM
Proposal Abstract:	This presentation shows learners' perspectives concerning the use of authentic materials in EFL classes. Authentic materials are spoken and written materials, such as text, video, and other resources that were not originally created or designed for pedagogical purposes. These materials confer advantages: for example, they have a positive effect on learners' motivation, provide cultural information and exposure to real language, and relate closely to learners' needs (Richards, 2001). On the other hand, there are disadvantages, such as that they may contain difficult language and ungrammatical expressions, which could cause learners to become confused and possibly demotivated (Guariento & Morley, 2001). For these reasons, there has been an ongoing debate over the effectiveness and appropriateness of using authentic materials in the classroom. In order to deepen understanding of the merits and demerits of using authentic materials, we conducted group and individual interviews with 19 EFL Japanese University English majors, after completion of a course

	conducted using authentic materials. Their interviews were analyzed with text mining. This presentation will show the identified merits and demerits of using authentic materials, particularly in light of learners' perspectives and opinions, and will also provide useful information for conducting classes with the materials.
Biodata:	Mitaka Yoneda is a professor in the Department of English at Mukogawa Women's University in Nishinomiya, Japan. Her research interests include English language education, particularly, teaching methods and material development. She currently designs and coordinates the course curriculum and syllabuses.
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