

DAY 2 (Thursday) ~ 0850 - 0920; Seminar Room 1

PARALLEL SESSION 33

A systemic functional linguistics/genre approach to English for academic purposes

Laetitia MONBEC, *National University of Singapore*

Keywords: English for academic purposes, systemic functional linguistics/genre, curriculum design, text analysis, metalanguage

Abstract

English for Academic Purposes aims to develop students' academic literacy to enable them to meet the demands of their disciplinary (and other module) discourse (Hyland & Hamp-Lyons, 2002). Systemic Functional Linguistics (SFL) /Genre approaches have been influential in a variety of tertiary educational contexts (Coffin & Donohue, 2014; Donohue, 2012; Drury & Jones, 2010; Mahboob, Chan, & Webster, 2013; Rose, Rose, Farrington, & Page, 2008) with SFL/genre scholars long advocating a theory-informed pedagogy that builds awareness of the relationship between context, genre, lexico-grammar and meaning (Christie & Macken-Horarik, 2011; Coffin, 2010; Martin & Rose, 2008; Martin, 1999; Schleppegrell, 2011) and where lexico-grammatical realizations of the language systems are taught explicitly through text analysis. In our EAP context, where classes are linguistically, educationally, culturally heterogeneous, and students read increasingly diverse core and non-core modules, an SFL/Genre approach presents many advantages as well as challenges. This presentation describes an EAP module where content selection (based on SFL corpus research and needs analysis, Gardner & Nesi, 2013, Gardner, 2012) and pedagogy (through the Teaching and Learning cycle Rothery, 1994) are deliberately grounded in SFL. The syllabus and activities will be detailed that aim to teach language as an explicit and visible meaning-making resource which students can draw on as they move through their university programme. The shared metalanguage built through this approach and used to teach and talk about language will also be presented. The students' perceptions of this approach will be shared and the impact on students' writing analysed both quantitatively and qualitatively.

Biodata

Laetitia MONBEC is the co-coordinator of the English for Academic Purposes module at the Centre for English Language and Communication at NUS. She previously taught and developed a range of EAP materials and assessment tasks at the English language centre in City University, Hong Kong.

DAY 2 (Thursday) ~ 0850 - 0920; Seminar Room 2

PARALLEL SESSION 34

Which aspects of metadiscursive nouns should be taught in EFL classrooms?

Nobuko TAHARA, Okayama University, Japan

Keywords: textual cohesion, discourse marking nouns

Abstract

This presentation reports on a study investigating the discourse of English argumentative essays written by Japanese students in an attempt to discover the causes of the quality of 'foreignness' in the writing. The study is based on the Hallidayan concept of textual cohesion; that is to say, a unity of passages is formed when two segments are connected by surface linguistic devices. Japanese and American essays compared are: the Japanese subcorpus of the International Corpus of Learner English (JICLE), and the US subcorpus of the Louvain Corpus of Native English (US). The essays investigated the use of shell nouns for (Schmid, 2000), which are a sub-type of metadiscursive nouns. They have unspecific meaning and recover their meanings in the text. The shell noun theoretical framework emphasizes lexicogrammatical patterns where the nouns occur (*ibid.*), and accordingly the study investigates the use of shell nouns in relation to syntactic patterns and lexicalisation of the nouns. This presentation will show that the most notable feature of shell noun use in JICLE, in comparison to US, was higher frequencies in the th-N and the th-be-N formations, and the higher frequencies were realised by vague lexicalisation, or explaining the meaning in more than one aspect. This presentation will interpret these differences, examine linguistic and cultural differences between the two countries and suggest pedagogical implications. The findings will be useful for classroom teachers and other educators developing curriculum and designing syllabi.

Biodata

Nobuko TAHARA teaches English at Okayama University. She finished her MA in TESOL/TEFL at the University of Birmingham, and has been in a Ph.D. program in applied linguistics at the University of Birmingham. Her main research interest is roles of general meaning nouns in English essays.

DAY 2 (Thursday) ~ 0850 - 0920; Seminar Room 3

PARALLEL SESSION 35

Effectiveness of critical incident exercises in the language classroom students' perspective

YANG Junru, *Shantou University, China*

Keywords: intercultural competence, EFL, language classroom, critical incident, encounter exercise

Abstract

In the increasingly globalized world today, more and more EFL teachers and scholars realize that building students' intercultural competence should be an important goal of foreign language education (Hu, 2013). Some teachers began to introduce critical incident exercises (CIE) to the language classroom for the purpose of developing students' intercultural skills. One open-ended variety of CIE, encounter exercise, is supposed to help students cultivate habits such as being consciously aware of the interpretation process in intercultural communication and considering the possible explanations of a confusing intercultural encounter from different perspectives, as well as practice their language skills (Snow, 2015). However, few empirical studies have been done to investigate the effectiveness of such encounter exercises in relation to their training objectives. The present study aimed at finding out how effective students believed two types of encounter exercises-oral discussion of encounters and written encounter analysis-were in relation to their intended training outcomes, and whether these two types of activities differed in their training effects. Data were collected via questionnaires and follow-up individual interviews from a group of Chinese students who did the aforementioned activities regularly in their university EFL course. The preliminary findings suggested that although students considered both activities to be effective in raising their intercultural awareness and helping them form the habit of interpreting an intercultural situation from different perspectives, there was discrepancy between the intended learning outcomes of the activities and what the students claimed to have learned from them.

Biodata

YANG Junru is currently a Lecturer at the English Language Center, Shantou University. She is interested in academic fields such as interlanguage pragmatics and intercultural education. She has presented papers at conferences such as TESOL 2015, CELC Symposium 2010 held at the National University of Singapore, and JALT 2009.

DAY 2 (Thursday) ~ 0850 - 0920; Seminar Room 4

PARALLEL SESSION 36

An investigation of Chinese postgraduates' needs to write across the curriculum

OUYANG Lu, *Central China Normal University*

Keywords: Chinese postgraduates, WAC, needs, curriculum

Abstract

Students' English academic writing competence in China is assuming an increasingly important role in higher education today as it is stipulated in the National English Teaching Curriculum for Postgraduates that students shall be able to write English abstracts and literature reviews in their disciplines during their postgraduate studies. In response to this requirement, Universities at tertiary level are designing and implementing EAP writing courses as well as more advanced writing courses to facilitate students to conduct disciplinary researches and participate in international academic communication. However a question that warrants concern is that most of the courses designed and implemented are based on the National English Teaching Curriculum rather than students' real needs and experiences in disciplinary writing. Thus, this study investigates Chinese postgraduate students' needs and experiences in academic writing and writing across the curriculum through a questionnaire and interview. 500 postgraduate students from two national universities in mainland China were invited to participate in the investigation. The results of the investigation reflect students' purposes, needs and problems faced in writing across the curriculum. This presentation discussed how the findings of this study may inform writing curriculum design and material development in mainland China. Pedagogical methods to enhance the efficacy of writing courses are also suggested.

Biodata

OUYANG Lu is a Ph.D. student and English lecturer from the School of Foreign Languages, Central China Normal University. Her research interests include academic writing, writing across the curriculum and second language acquisition.

DAY 2 (Thursday) ~ 0850 - 0920; Seminar Room 5

PARALLEL SESSION 37

Rethinking curriculum development in a writing-based Critical Thinking module

Priscillia PUI, *National University of Singapore*

Brenda YUEN, *National University of Singapore*

Happy GOH, *National University of Singapore*

Keywords: curriculum development, assessment, critical thinking, engineering education, student perception

Abstract

With the increased emphasis on accountability for teaching and learning in higher education (Kreber, 2013), this study aims to identify areas for improvement in the curriculum development of a writing-based Critical Thinking module for engineering undergraduates at a university in Singapore. It investigated mismatch between students' perception of their communication and critical thinking skills and their tutor-rated scores of one assignment. In this assignment, students wrote a 250 word summary and a 550-word critical evaluation of a writer's argument. The assignment is evaluated based on the skills identified in Goldberg's (2012) *7 Missing Basics of Engineering Education*, namely: Inquiry, Labeling, Modeling, Gathering Data, Decomposition, Visualization and Communication. Students were asked to rate their performances on the following four scales: (1) Inquiry/Labeling, (2) Modelling, (3) Decomposition/Gathering Data, and (4) Visualization/ Communication. Despite students reporting high levels of confidence in the acquisition of the skills in their self-evaluation forms, statistically positive correlations between students' self-rated and tutor-rated scores were only present in scales (1) Inquiry/Labeling and (4) Visualization/Communication, implying that students were able to assess their task performances more accurately in these two domains. Results also showed that the high ability group appeared to provide a more accurate assessment of their own performances except in scale (3) Decomposition/Gathering Data, while the low ability group overestimated their ability in scale (2) Modelling. These findings provide implications for refining the module's learning and assessment materials which demonstrates how connections can be built between ELT and Critical Thinking skills.

Biodata

Priscillia PUI is a Lecturer at National University of Singapore, where she coordinates and teaches a module on Critical Thinking and Writing for engineering undergraduates. Her research interests include the use of ICT in language education, improving students' critical thinking skills and academic writing.

Brenda YUEN is a Lecturer at the National University of Singapore. She received her MPhil in English and Applied Linguistics from the University of Cambridge and MA in English Language Teaching from the Chinese University of Hong Kong. Her research interests include peer response in ESL writing and language assessment.

Happy GOH is a Senior Lecturer at the Centre for English Language Communication, National University of Singapore. She has designed various language courses for different types of learners and purposes, including courses for computer and engineering students. Her research interests include critical thinking and curriculum design.

DAY 2 (Thursday) ~ 0850 - 0920; Seminar Room 6

PARALLEL SESSION 38

More than words: using multimodal metaphors to promote critical and creative thinking

Brian BIRDSELL, *Hirosaki University, Japan*

Keywords: metaphor, multimodal, creativity, literacy

Abstract

In the first part of this presentation, I examine how images in English language teaching (ELT) textbooks interact with the language and the role they play within the unit. Three textbooks are used in an exploratory study that shows how images, though common within all of the units, only have a peripheral role as a learning resource and mainly hold a decorative function in the textbook. Other recent studies have also pointed out how images within ELT textbooks simply “fill space” within the pages (Hill, 2013; Weninger & Kiss, 2013). In the second part of this presentation, I shift the focus to metaphor, which is the cognitive ability of combining distantly related concepts together in meaningful and novel ways. Becoming metaphorically competent in a foreign language is an essential part in one’s overall communicative ability (Littlemore & Low, 2006). Metaphor is typically associated with verbal language, but researchers working within a cognitive linguistic framework have pointed out that metaphor is only incidentally a matter of language and primarily a matter of thought (Lakoff & Johnson, 1980). Consequently metaphor also commonly occurs in nonverbal forms of expressions like art, gesture, and pictures (Cienki & Müller, 2008; Forceville, 1994; Forceville & Urios-Aparisi). Pictorial and multimodal metaphors are widely used in advertisements and social awareness campaigns creatively use them to convey their messages. I conclude by showing and suggesting how pictorial and multimodal metaphors could be integrated into a language-learning context as a type of visual aid that provides ample learning opportunities to develop students’ critical and creative thinking skills.

Biodata

Brian J. BIRDSELL is a Lecturer at Hirosaki University, Japan. He holds an MA in Applied Linguistics from the University of Massachusetts Boston and is a PhD candidate at the University of Birmingham. His main research interests are metaphor, creativity, and individual differences.

DAY 2 (Thursday) ~ 0850 - 0920; Seminar Room 8

PARALLEL SESSION 39

Multimodality in the listening classroom: visual textbooks and multimedia as pedagogical tools

Setyo Prasiyanto CAHYONO, *Dian Nuswantoro University, Indonesia*

Keywords: advanced listening, multimedia, multimodality, pedagogical

Abstract

This research paper reports how visual textbooks and multimedia in the listening classroom enhance students' listening skills. It tries to analyze the use of visual text book and multimedia as pedagogical tools from the multimodal discourse analysis (MDA) point of view in teaching listening. There were three classes of advanced listening which were analyzed and each class consisted of approximately 23 students who participated in this research. These students were in the third semester when they joined advanced listening subject. In teaching advanced listening, the lecturer used a listening book entitled "Impact Listening by Michael Rost and other additional materials such as the use of videos or movies. The method used to analyze this research was based on the MDA perspective proposed by (O'Halloran, 2004) about the book or the multimedia used are appropriate or not. The result of this study shows that the use of the visual text book helps the students to answer the questions presented in the book easily. They can predict the answer through the pictures displayed in the book. In addition, the students foretell the answers visually by only looking at the pictures for each number of the question. Moreover, adding multimedia, in term of short film (situated conversation or movie) and music video in the listening classroom, enables students to be more enthusiastic and learning more enjoyable. In so doing, the students can watch and listen clearly and accurately what the speakers do or act when they converse, for example students can guess the places where the conversation take place or the topic of the conversation by looking at some key points or pictures appeared in the video.

Biodata

Setyo Prasiyanto CAHYONO is currently working as a Lecturer at Faculty of Humanities Dian Nuswantoro University. He holds an MA in Applied Linguistics in 2008 at State University of Semarang. His research interests are in the area of Systemic Functional Linguistics, Phonetics and Phonology and Discourse analysis.

DAY 2 (Thursday) ~ 0850 - 0920; Seminar Room 9

PARALLEL SESSION 40

Writing assessment in the Philippines: challenges and implications in the ASEAN integration

Nicanor GUINTO, *Southern Luzon City University, Philippines*

Brian D. VILLAVERDE, *Southern Luzon City University, Philippines*

Abstract

The ASEAN Integration promises fluidity in scholarship and economic opportunities, among others, between and among its constituent nations. The Philippines, arguably being the center of English language training in the region, can expect more foreign students coming in to study English. With more foreign students expected to arrive not only to learn how to speak, but more importantly write in the English language, differences in culture, and therefore writing style, may pose as a problem for local teachers when it is time to assess their students' written output. Thus, this paper attempts to see how recent studies in language such as in World Englishes and ESL/EFL (English as a Second/ Foreign Language) writing instruction are translated into the practice of giving feedback in the writing classroom based on key teacher-informants and a focus student-group. Recent innovations in writing instruction are synthesized to see how culture, in theory, should be treated in giving written feedback on writing. Results show that in spite of recent studies on the Englishes and writing in the ESL/EFL contexts which push for a more culturally-sensitive treatment of student outputs, the practice of reducing writing instruction to mere dichotomies of right and wrong in reference to the more socially accepted variety of English is still strongly in place.

Biodata

Nicanor GUINTO is an Instructor of English and the coordinator of Research in SLSU. He has presented and published research papers on language studies in the Philippines and abroad. He earned his Master's degree in English Studies: Language from the University of the Philippines-Diliman.

Brian VILLAVERDE is an Instructor of English and Communication in SLCU. A former faculty member of the University of Santo Tomas, Mr. Villaverde has presented and published research papers in the Philippines and abroad. He earned his Master's degree in Communication from the Polytechnic University of the Philippines.

DAY 2 (Thursday) ~ 0930 – 1030; Auditorium 2

KEYNOTE ADDRESS 2

Ryuko KUBOTA

University of British Columbia, Canada

Beyond neoliberal language myths: insights from transcultural workers for border-crossing communication

Abstract

In today's globalized society, there are common assumptions that English is a universal language for global communication and that competence in English promises individual and national economic success. In language education, there are also prevalent beliefs that instructional model of the target language should be a standard variety spoken by native speakers of that language and that the learning goal is perfect manipulation of the language. These beliefs constitute neoliberal language myths, promoting an emphasis on teaching and learning English worldwide. However, these myths are challenged by actual experiences of communication among transnational workers. Drawing on ongoing qualitative interviews with Japanese transnational corporate employees working in non-English dominant Asia, I will show how their language choices in the workplace and their views on essential knowledge, skills, and dispositions contradict the language myths. The interview data indicate the importance of "border-crossing communication," which prioritizes the ability to communicate not necessarily in English. It also requires multilingual repertoires, strategic competence, and dispositions, which are conducive to building respectful and trusting human relations. Although such communication reflects the recent multilingual turn in applied linguistics, it is also aligned with neoliberal support for diversity. This poses the following dilemma: While border-crossing communication challenges neoliberal language myths, it is also embedded in neoliberal corporate expectations. I will discuss pedagogical implications of border-crossing communication and the need to appropriate it for purposes beyond neoliberal human capital development.

Biodata

Ryuko KUBOTA is a Professor of Language and Literacy Education at the University of British Columbia. She has been a language teacher and teacher educator in Japan, USA, and Canada. Her research focuses on critical approaches to applied linguistics by drawing various inquiry approaches from cultural studies, multiculturalism, critical race theory, and critical pedagogy. She is a co-editor of *Race, culture, and identities in second language: Exploring critically engaged practice* (Routledge, 2009) and *Demystifying career paths after graduate school: A guide for second language professionals in higher education* (Information Age Publishing, 2012). Her publications also appear in many edited books as well as academic journals such as *Applied Linguistics*, *Critical Inquiry in Language Studies*, *International Journal of Bilingualism and Bilingual Education*, *Journal of Journal of Second Language Writing*, *Journal of Multilingual and Multicultural Development*, *Linguistics and Education*, and *TESOL Quarterly*.

DAY 2 (Thursday) ~ 1100 – 1130; Seminar Room 1

PARALLEL SESSION 41

The implementation of critical pedagogy principles in reading program in an Indonesian context

Nia KURNIAWATI, *State Islamic University Sunan Gunung Djati Bandung, Indonesia*

Keywords: critical pedagogy, reading program, Indonesian context

Abstract

The study discusses the implementation of critical pedagogy (CP) principles in a reading program (RP) in an Indonesian context. Specifically the study is intended to describe the process and reveal the effectiveness of the implementation of CP principles. This model synthesized and implemented a number of CP theories such as reading the words and the world, and dialogic education proposed by Freire & Macedo (1998) and Wink (2000). This study utilized a qualitative research design, containing characteristics of a case study and, to some extent, a program evaluation. The findings revealed that its implementation created a democratic classroom atmosphere; the interactions in the classroom were more dialogic than monologic where the students and teacher solved the problems together, and empowered each other. This helped engage students in the reading process. In addition, more less-active students were encouraged to participate in classroom activities, making them more open-minded and informed. Such an environment also helped to liberate them to think by breaking constraints that tended to trap them when they were required to question the ideas of others.

Biodata

Nia KURNIAWATI is presently the academic member of the English Education Program in State Islamic University (UIN) Sunan Gunung Djati Bandung, West Java. She is now pursuing a PhD degree in Indonesia University of Education (UPI) Bandung. Her major interests are in reading and writing. She is active in attending and presenting papers in international conferences in her home country and abroad.

DAY 2 (Thursday) ~ 1100 – 1130; Seminar Room 2

PARALLEL SESSION 42

When content and language cultures meet - A case study of embedding

Peggie CHAN, *National University of Singapore*

ZHU Shenfa, *National University of Singapore*

Keywords: embedding, writing to communicate, effective communication, communication in engineering, integrated writing assignments.

Abstract

In embedded modules, collaboration between content instructors and language and/or communication skills instructors is key. Studies that discuss this aspect generally maintain that the partnership is intrinsic to the successful design and enactment of embedded pedagogy (Chanock, 2007; Durkin and Main, 2002). They usually show the intimate link between communication skills, for example writing, and course content for students, and how relationships between the two groups of instructors might be fostered. An aspect that is often discussed in such studies is the challenge faculty have in integrating effective communication genres, situations and events in the curriculum, to offer students writing-to-communicate experiences, and hence the need to collaborate with language and communication instructors. This paper adds to the literature that discusses that collaboration-of the difference in perspective between how content and language and communication instructors view communication, (specifically, writing) genres, assessment, and rubrics. This paper first situates the two embedded modules described in this paper in the engineering department's curriculum, explaining their rationale and origin. Then, it describes the collaboration involved in various aspects of the modules, from course design, to teaching methodology and assessment, specifically strategies to facilitate the collaboration. It ends with an evaluation of the collaboration element on embedded modules and suggests improvements for practitioners.

Biodata

Peggie CHAN is a Senior Lecturer at the Centre for English Language Communication, the National University of Singapore. She teaches oral communication at the Faculty of Engineering and critical thinking on a cross-faculty module. Her research interests include embedding, analysis of writing and critical thinking.

ZHU Shenfa is a Senior Lecturer at the Centre for English Language Communication, the National University of Singapore. He teaches writing and communication skills to the undergraduate and academic writing to the graduate students. His research interests include phonetics, phonology and features of Singapore English.

DAY 2 (Thursday) ~ 1100 – 1130; Seminar Room 3

PARALLEL SESSION 43

The effects of perceptions and awareness of home culture on intercultural communication

LIU Jiajia *Shantou University, China*

FANG Fan, Gabriel, *Shantou University, China*

Keywords: intercultural communication, home culture, awareness, perception, ELT

Abstract

Intercultural communication has long been one of the key components of English language teaching (ELT). Traditionally, a language represents a target culture, as the English language may represent the culture of the UK or the US. However, English has become an international language and is used across national boundaries. Therefore, does the so-called target culture still exist? Whose culture(s) should be taught, and what role does home culture play in intercultural communication? Although the relationship between intercultural communication and ELT has been emphasized in various ELT reforms, researchers seem to have neglected the effect of language learners' awareness of home cultures on intercultural communication. Using data collected from a university located in southern China, this study investigates university students' perceptions and awareness of their own culture and explores the effects home culture have on intercultural communication. This study adopts both questionnaire and face-to-face interviews as research instruments to identify the factors that may affect intercultural communication, particularly in the ELF framework. Finally, this research discusses possible approaches to integrate home culture in the intercultural communication process and argues the need to raise awareness of this issue in the ELT world.

Biodata

LIU Jiajia is an Instructor at the English Language Center of Shantou University, China. Her research interests include intercultural communication, curriculum design and development, language education policy and language teaching and learning. She is a member of Kappa Delta Pi International Honor Society in Education.

FANG Fan Gabriel is a Lecturer at the English Language Centre, Shantou University, China. He is a member of the Centre for Global Englishes at the University of Southampton, United Kingdom. His research interests include ELF (English as a Lingua Franca), language attitude and identity, and ELT.

DAY 2 (Thursday) ~ 1100 – 1130; Seminar Room 4

PARALLEL SESSION 44

A profile of Chinese EFL teacher educators: issues and reflections

WANG Dong, *Shandong Normal University, China*

Keywords: profile, Chinese EFL, teacher educator, issues and reflections

Abstract

Although the majority of English language teachers are non-native-English-speaking teachers (NNESTs), the research targeting this population has only recently enjoyed wide attention from researchers and language teaching professionals. Drawing on questionnaire data and teachers' interview narratives, this paper examined the professional identities and perceived challenges of a group of NNEST teacher educators in the little-studied Chinese context. The present study explores the following research questions: (1) What are the professional backgrounds of NNEST teacher educators in China? (2) How do they situate themselves as users of English language vis-a-vis native speakers of English; that is, how do they rate their English language proficiency, and how native-like do they perceive themselves to be? Also, what kinds of English language problems, if any, do they perceive themselves to have? (3) What do these NNEST teacher educators perceive as their main professional problems? The study suggests that these NNEST teacher educators have moved beyond defining an ESOL professional as a native English speaker and basing their self-confidence only on the language proficiency aspect of their professionalism. Except for hiring practices, many participants claimed their NNEST status gave them confidence due to their intimate knowledge of the local language teaching context that was not shared by expatriate teacher educators. These findings will be discussed with implications for teacher education, especially the educators of NNEST teacher trainers in and outside of English speaking contexts.

Biodata

WANG Dong is a Professor of English (Applied Linguistics) at Shandong Normal University, China. He has been involved in EFL teaching and research for nearly 20 years, working as a teacher and researcher. His research efforts have focused on second language acquisition, language teacher education and teacher learning.

DAY 2 (Thursday) ~ 1100 – 1130; Seminar Room 5

PARALLEL SESSION 45

Error deduction marking (EDM) as a feedback tool for writers

Scott LAUDER, *Community College, Sharjah University, UAE*

FATIMA Shabnam, *Sharjah University (main campus), UAE*

Keywords: writing assessment, feedback

Abstract

The nature of the feedback that teachers should provide to their students is the subject of much debate. According to Nicol and McFarlane-Dick (2007), there are at least seven principles to which good feedback must conform. The seven are: (1) making clear what good performance is; (2) encouraging student self-assessment and reflection; (3) delivering high-quality feedback information to students; (4) encouraging teacher and peer dialogue; (5) encouraging student motivation and self-esteem; (6) providing students with clear opportunities to close the gap between desired and actual performance; and (7) providing further feedback for well-informed instruction. We argue that a simple, easily-explained and easily-understood marking scheme, termed Error Deduction Marking (EDM) complies with Nicol and McFarlane-Dick's (2007) seven principles and effectively addresses the needs of low-level EFL writers. As part of a writing program that utilizes different criteria at different stages of the learner writer's progression through a program of study, EDM is an effective first step towards helping low-level learners move towards greater competence and autonomy in their writing.

Biodata

Scott LAUDER is currently an Instructor of English at Sharjah University's Community College. He has taught in the UAE for over twelve years.

FATIMA Shabnam is currently an Instructor of English at Sharjah University's main campus. She has taught in the UAE for more than twenty years.

DAY 2 (Thursday) ~ 1100 – 1130; Seminar Room 6

PRODUCT DEMO

Skilling up for academic success: Essential skills for the 21st Century

John CRUFT

Abstract

In this workshop John Cruft will examine the essential ingredients for success in the 21st century. In particular the session will focus on Life Skills and how they can be integrated into the young adult classroom effectively to support students with future professional and academic success.

Biodata

John CRUFT is the Regional Professional Development Manager for Macmillan Education, Asia. He has been working in South and Southeast Asia for over 14 years as both a teacher and teacher trainer. John holds a Master's degree in Education and International Development from the Institute of Education in London, and a PGDip TESOL from the University of Nottingham, where his studies focused on teacher education in Southeast Asia.

DAY 2 (Thursday) ~ 1100 – 1130; Seminar Room 8

PARALLEL SESSION 46

Teachers' conceptions and beliefs about research and influences on their research endeavors

My TRUONG, *Macquarie University, Australia*

Abstract

Among various professional development (PD) options available for English as a second language (ESL) teachers, especially those at tertiary levels, research engagement has been commonly recommended as an innovative model with “the potential to be a powerful transformative force” for both individual teachers’ PD and wider school improvement (Borg, 2010, p.391). Research has shown that teachers who conduct research themselves tend to develop critical, reflective, and analytical thinking about their instructional practices, their ability to make autonomous pedagogical judgments and decisions (e.g. Attay, 2006). With such capacity, teacher researchers are thus more likely to contribute to curriculum innovation at their institutions and improvement of the whole educational process (Sharp, 2007). However, teacher research still remains a scant activity among a large population of ESL teaching staff; and one significant culprit is suggested in the literature to lie in their own cognition about teacher research.

This quantitative study aims to explore the relationship between teacher research endeavor and two important cognitive factors, namely teachers’ conceptualizations of research and teacher beliefs. The findings uncover interesting impacts of teachers’ perceptions of research, their self-efficacy beliefs, and contextual beliefs on their reported level of research engagement. The results also reveal the extent of influence of each factor, i.e. which is core and which is peripheral, in deciding teachers’ participation patterns in research. The study is believed contribute to teachers’ knowledge about this promising PD model, and inform school authorities about ways to promote research culture among their ESL teaching staff.

Biodata

My TRUONG is currently a PhD candidate at Linguistics Department, Macquarie University, Australia. Prior to this, she worked as a Lecturer of English at Hanoi University, Vietnam since 2007 with a Master of Educational Studies (Katholieke Universiteit of Leuven, Belgium), and a Bachelor in ELT (Vietnam National University).

DAY 2 (Thursday) ~ 1100 – 1130; Seminar Room 9

PARALLEL SESSION 47

Workplace simulation: Creating an authentic learning environment in a professional communication course

Norhayati ISMAIL, *National University of Singapore*

Chitra SABAPATHY, *National University of Singapore*

Keywords: workplace simulation, curriculum redesign, professional communication

Abstract

Creating authentic learning environments as described by Herrington and Herrington (2006) can sometimes be a challenge for professional communication courses where students are taught workplace communication skills within the context of a classroom. In an attempt to provide more authentic learning experience for students, professional communication courses have usually contextualised their tasks and assignments in certain workplace scenarios. This paper presents the redesign of a professional communication module that “brings the company into the classroom” through a workplace simulation implemented for the entire 12-week duration of the course, with both the students and tutors taking on various roles in the company, carrying out tasks that are work related and learning and actively communicating in an office setting. Hence, the simulation also provides opportunities for situated learning (Lave and Wenger, 1991) as students interact with each other as colleagues and with their tutor as their superior. The paper outlines reasons for necessitating the redesign, and describes how the technology-supported workplace simulation is carried out throughout the course. An analysis of students’ and tutors’ perceptions of the changes suggests that the authenticity afforded by the workplace simulation in this intensive and integrated approach motivated learning of the skills taught on the course. The paper concludes with future plans and implications for the teaching and learning of professional communication skills in higher education.

Biodata

Norhayati ISMAIL is a senior lecturer with the Centre for English Language and Communication, NUS. She has (re)designed courses and materials for students in the Faculties of Business, Computing and Design and Environment. She enjoys designing courses and materials and employs creative ways to make them authentic and interesting to students.

Chitra SABAPATHY is a lecturer specialising in professional communication with the Centre for English Language Communication, NUS. Currently, she coordinates and teaches Business and Technical Communication. Her research interests include course design and professional communication.

DAY 2 (Thursday) ~ 1140 – 1210; Seminar Room 1

PARALLEL SESSION 48

The connections between authenticity and native-speakerism: students' reactions to international English varieties

Richard PINNER, *Sophia University, Japan*

Keywords: authenticity, native-speakerism, international English

Abstract

The data from this study comes from a larger data set which was collected during a year-long phase of Exploratory Practice research into Japanese University students' perceptions of English as an international language. The data presented here comes from a task in which non-English majors at a Japanese University (n=25) were asked to watch eight videos of different speakers of English, all of whom hailed from different cultural backgrounds and used different spoken varieties of English. The videos featured Singapore English, British and American varieties as well as varieties from so-called expanding circle contexts such as Austria, China, Japan and Korea. Participants rated each speaker for 'authenticity' on a scale from 1 to 10 and were asked to write a short comment to explain their choice. This data is further triangulated by field-note observations and other samples of work. The results reveal that students showed an ingrained native-speakerism to the way they felt about other speakers' varieties of English, which is why they reacted negatively to so-called 'non-standard' varieties, showing particular prejudice against other East Asian speakers. The reasons for and connotations of this finding will be discussed in this presentation.

Biodata

Richard PINNER is an Assistant Professor at Sophia University in Tokyo, currently undertaking his PhD under Ema Ushioda at the University of Warwick, examining the relationship between authenticity and motivation. He has recently published articles in *English Today* and *Language Teaching Research*. He also blogs at uniliterate.com.

DAY 2 (Thursday) ~ 1140 – 1210; Seminar Room 2

PARALLEL SESSION 49

Integrating e-learning into English language enhancement: Designing quality content for effective learning

Preet HIRADHAR, *Lingnan University, Hong Kong*

Keywords: blended learning; instructional design; ELT

Abstract

The paper investigates the effectiveness of the design and implementation of blended learning into an English language enhancement course at a university in Hong Kong. As part of a larger project of developing and incorporating SCORM-based e-learning modules for the university-wide course, the paper describes the instructional design process and development, with the subsequent incorporation of shareable learning objects within modules of the course. Feedback on the integration of the e-learning modules and their relevance and usefulness was collected in the form of questionnaires, interviews, and students' writing samples. The evaluation of the modules focussed on aspects related to the three main areas of (1) interactivity; (2) learning potential; and (3) perception for future use. Findings revealed that integrating specifically designed e-learning objects containing interactive activities into the English language course added value to the students' learning experiences through practice and reinforcement, as well as provided opportunities for higher order analytical skills required at the tertiary level.

Biodata

Preet HIRADHAR is an Assistant Professor at the Department of English in Lingnan University, Hong Kong. With a background in English language teaching and e-learning, her academic interests include technology-enhanced language learning, electronic portfolios, instructional design, online literacies and digital practices.

DAY 2 (Thursday) ~ 1140 – 1210; Seminar Room 3

PARALLEL SESSION 50

How effective is coded indirect feedback with low-ability L2 writers?

Sandra LAM, *Nanyang Technological University, Singapore*

Keywords: coded feedback, indirect feedback, low-ability, ESL learners, corrective feedback

Abstract

Which type of corrective feedback would be effective for L2 learners has always been of concern to ESL language teachers. With low-ability learners who are often lacking in grammatical knowledge, there arises the question of whether coded feedback, which has been believed to promote learning from corrective feedback beyond the assignment for which feedback is given, is of any use. This paper reports on a study of coded indirect feedback on 121 low-ability L2 students with the aim of ascertaining the efficacy of this mode of feedback. Both the treatment group and control group (given non-coded indirect feedback) wrote 2 assignments, after which written feedback was given on drafts one. Subsequently, students considered the feedback before conferencing with the teacher, after which they wrote a second draft. Both drafts for both assignments were graded. Independent samples t-tests were administered using SPSS, on the difference in scores between draft one and draft two of both assignments and also the difference in scores between the first and second assignments. Results showed statistically significant differences between the two groups, suggesting that the treatment group fared better. Pedagogical implications of the findings will be discussed together with data from interviews with a subset of the sample.

Biodata

Sandra LAM Tsui Eu Sandra holds Master's degrees in English from Cambridge University, UK, and Applied Linguistics from Nanyang Technological University (NTU), Singapore. She teaches writing courses at NTU and her research interests include academic writing, corrective feedback and the use of peer feedback in L2 writing.

DAY 2 (Thursday) ~ 1140 – 1210; Seminar Room 4

PARALLEL SESSION 51

An insight into students' learning journey of academic English

Adrian TING, *Hong Kong Polytechnic University*

Keywords: EAP, writing, learning style

Abstract

Acquiring effective EAP skills is of paramount importance for students who strive to succeed in their studies. However, in the case of L2 students studying through the medium of English, academic writing in English presents an enormous challenge. According to Evans and Morrison's (2011) longitudinal study, Hong Kong undergraduate students generally do not have adequate language skills to cope with instructions in the English language. The areas of weakness are namely vocabulary and the style of writing in their chosen fields of study, as well as understanding course requirements. As Paltridge (2012) outlines, there has been a plethora of studies on the topic of language instruction in academic English for second language learners, probing different areas of linguistics such as genre and vocabulary. While language competence is a legitimate concern which should not be overlooked, this is not a unique phenomenon amongst second language learners. In fact, many studies have indicated that students who speak English as their first language are not familiar with English academic discourse and thus also experience difficulty when producing written academic texts. This paper presents the results of a survey and an analysis of learner diaries of Year 1 undergraduates who took an EAP course at a Hong Kong university. It is believed that EAP practitioners will be better able to plan and deliver academic English courses through gaining an insight into students' learning experiences.

Biodata

Adrian TING teaches English language courses to undergraduates at the Hong Kong Polytechnic University. His research investigates L2 students' experience and the learning process of academic writing skills. He is also interested in L2 learner motivation and computer-assisted language learning, as well as their impact on language acquisition.

DAY 2 (Thursday) ~ 1140 – 1210; Seminar Room 5

PARALLEL SESSION 52

Increasing gender equality in the second language classroom: a study in Japan

Sara HENDRICKS, *Ritsumeikan University, Japan*

Keywords: gender roles, classroom, Japan, university

Abstract

In this increasingly global society, gender roles are rapidly evolving in countries all over the world. Although Japan is a world leader in industry, economics, and education, it lags significantly in gender equality. This study conducted at a university in Japan identified viewpoints on gender roles held by 141 freshman students. It tested the effects of classroom activities and discussions on changing students' stereotypical views as well as any impacts male versus female instructors might have on that change. Students participated in six classroom activities, group discussions, and were asked to write reflective journals constructed to reduce belief in gender role stereotypes. The results show that most students have a high desire for personal and societal change. Their journal entries showed a greater awareness and criticism of gender inequality as the semester progressed. Results from stereotypical testing activities showed that students with female instructors showed significantly fewer stereotypical responses throughout the semester than students with male teachers. This information can be used to guide hiring decisions, curriculum development and classroom activities as educators strive to increase gender equality.

Biodata

Sara HENDRICKS currently teaches at APU Ritsumeikan University in Beppu, Japan. She received her Master's degree in TESOL from UW-River Falls in the USA and has since taught in multiple countries in Asia.

DAY 2 (Thursday) ~ 1140 – 1210; Seminar Room 6

PRODUCT DEMONSTRATION

Skilling up for academic success: Essential skills for the 21st Century

John CRUFT

Abstract

In this workshop John Cruft will examine the essential ingredients for success in the 21st century. In particular the session will focus on Life Skills and how they can be integrated into the young adult classroom effectively to support students with future professional and academic success.

Biodata

John CRUFT is the Regional Professional Development Manager for Macmillan Education, Asia. He has been working in South and Southeast Asia for over 14 years as both a teacher and teacher trainer. John holds a Master's degree in Education and International Development from the Institute of Education in London, and a PGDip TESOL from the University of Nottingham, where his studies focused on teacher education in Southeast Asia.

DAY 2 (Thursday) ~ 1140 – 1210; Seminar Room 8

PARALLEL SESSION 53

Representation of religious and ethnic diversity in four Indonesian ELT textbooks

Funny Amalia SARI, *Universitas Padjadjaran, Indonesia*

Keywords: ELT, textbooks, Indonesia, tolerance

Abstract

Education has become a major concern for both the government and public and has been seen as a key means to encourage tolerance among people in a diverse Indonesian society. To make education an effective tool, all elements in education, including textbooks, should provide students with a framework or a point of reference for understanding differences. This study attempted to investigate the depictions of religious and ethnic diversity in Indonesian ELT textbooks. Four textbooks for high school which were developed based on the 2006 School-based Curriculum and 2013 Curriculum were scrutinized through a Critical Discourse Analysis (CDA) framework. The findings indicate that the authors and publishers of the ELT textbooks do not consider building tolerance and greater understanding about religious and ethnic diversity as an aim of ELT. Clearly, the four textbooks generally lack religious and ethnic elements, not to mention those of minorities. Not addressing such themes and choosing to talk about other topics, for example target or international culture or neutral topics about Indonesia, place the textbooks on a 'safe ground', and at the same time indicate the author's ignorance towards one of the values of the national curricula: building tolerance. To make the curricula effective, educational authorities should provide guidelines for authors and publishers of school textbooks to insert materials which support national curricula aims regularly evaluate the contents of textbooks.

Biodata

Funny Amalia SARI works as a civil servant in the Public Relation Division of the Government of Kuningan Regency and teaches as a Part-time Lecturer. She got her Bachelor's degree in 2002 and Master's degree in 2010 in English Linguistics at Universitas Padjadjaran, Bandung.

DAY 2 (Thursday) ~ 1140 – 1210; Seminar Room 9

PARALLEL SESSION 54

Teaching of *The Merchant of Venice* through task-based activities

Shilpagauri Prasad GANPULE

Keywords: teaching of drama, ESL classroom, task-based activities, students' participation

Abstract

The teaching of drama is regarded as the most remarkable and exciting area in an ESL classroom. Varied task-based activities can be used to make the teaching of drama rewarding and interesting. The use of task-based activities proves to be beneficial in the ESL classroom. The paper points out the significance of task-based activities in the ESL classroom. It puts forth the different task-based activities that can be used while teaching Shakespeare's *The Merchant of Venice* (1999). The task-based activities facilitate the students' understanding and comprehension of the text. The use of the task-based activities make the students analyze the dramatic text and unveil a rainbow of meanings hidden in it. They "stimulate interest and help learners overcome the barriers posed by language" (Coolie and Slater, 2009:164). The task-based activities foster a strong sense of involvement on the part of the students and encourage them to learn through active participation (Lazar, 2009). In brief, the task-based activities encourage the students to perform various tasks and speed up their learning process. Thus the present paper makes an attempt to demonstrate how the task-based activities enhance and augment the students' understanding and appreciation of Shakespeare's *The Merchant of Venice*.

Biodata

Shilpagauri Prasad GANPULE is an Associate Professor and Director at the Research Center for M.Phil. and Ph.D. in English. She has been working in Prof. Ramkrishna More Arts, Commerce and Science College, Akurdi, Pune since 1994. Her area of research focuses on English Language and Literature Teaching, and she also has keen interest in the production of teaching materials for the blind students.

DAY 2 (Thursday) ~ 1330 – 1400; Seminar Room 1

PARALLEL SESSION 55

Teachers' subjectivities on World Englishes (WE): a post-structural exploration

Ribut WAHYUDI, *Victoria University of Wellington, New Zealand*

Keywords: World Englishes, teachers' subjectivities, post-structural exploration

Abstract

Albeit contested (Kachru & Nelson, 2006), the growing issue of World Englishes (WE) requires teachers to re-conceptualize which English(es) (Young & Walsh, 2010; Kirkpartrick, 2007) and cultures to teach in the classroom (Kirkpartrick, 2007). ELT scholars have also adopted WE in the writing classroom (Cangarajah, 2006; Hashim, 2007). This presentation will discuss preliminary findings on the subjectivities of three teachers, who teach Cross Cultural Understanding (CCU) and Argumentative Writing (AW) courses in an Islamic University in Indonesia, on WE. The explorations of the teachers' subjectivities in this research highlighted that the teachers' understanding on WE were dissimilar: one teacher in the CCU course tended to valorise inner circle English (Kachru, 1986), while two teachers teaching the AW course were ambivalent. The ambivalence was reflected in the teachers' understanding that WE is applicable to Speaking classes or English for Communication classes, but not in the Argumentative Writing course. The preliminary analysis indicates that teachers' own personal and/or professional experiences shape their subjectivities on WE and impact their classroom practice. Foucault's notion of subjectivity (1994) was employed in framing the analysis.

Biodata

Ribut WAHYUDI obtained his M.Ed TESOL from the University of Sydney in 2010 and is a PhD candidate at the School of Education, Victoria University of Wellington, New Zealand. He has presented papers in international conferences and published in international peer reviewed journals.

DAY 2 (Thursday) ~ 1330 – 1400; Seminar Room 2

PARALLEL SESSION 56

Writing across boundaries: a case study of international students writing expository essays

Anongnad PETCHPRASERT, *University of Phayao, Thailand*

Keywords: second language writing, rhetoric, tenses, thought patterns, contrastive writing

Abstract

The teaching of composition to foreign students requires a clear understanding of cultural differences in the nature of second language (L2) grammar and writing. Based on relevant literature (Kaplan, 1996; Kelly, 2013; Petchprasert, 2013), this study investigated cultural thought patterns and the development of paragraphs in students' expository essays. The data for the study focused on a small number of verb phrase features, such as tenses and aspect, determining how they were presented in written texts and identifying areas of English language learning in need of instruction. The main goal of the analysis was to identify thought patterns and frequency rates of L2 uses of English verb tenses (the present, the past, and the future) as well as two aspects (the progressive and the perfect) encountered in L2 narrative essays on three different topics written by four speakers of Thai and Chinese. The participants were graduate students at two different U.S. universities. Quantitative findings of this research indicate that the participants had difficulties with the usage of tenses, aspect, and subject-agreement in written discourse. Qualitative data show that a majority of the participants did not exhibit usage of a topic sentence. The findings also illustrate a fairly strong indication of indirect writing styles expressing experiential description rather than presentation of a logical sequence of thoughts. The results suggest that the participants may need intensive L2 writing instruction and explicit feedback to improve their writing skills. Implications of the findings for future comparative writing research and practical concerns of teaching and learning will also be discussed.

Biodata

Anongnad PETCHPRASERT is a Lecturer in the Department of Western Languages in Srinakharinwirot University, Thailand. She received her Ph.D in Curriculum and Instruction (Language Education) from Indiana State University, the United States. Her main research interests are in the areas of second language acquisition, early childhood literacy, TEFL/TESL.

DAY 2 (Thursday) ~ 1330 – 1400; Seminar Room 3

PARALLEL SESSION 57

Transition to blended learning in an undergraduate Humanities module— teachers' perspective

LEE Pui, *Hong Kong University of Science and Technology*

Abstract

This research is conducted against the backdrop of the restructuring of a large-scale (over 1000 students in each run) undergraduate Humanities common core module. This offers a rare opportunity to compare the traditional and blended modes of delivery of the same module: The module has transited from a traditional face-to-face, lecture (on moral reasoning models advocated by different schools of thoughts) -plus-tutorial mode, to a blended learning mode in which the content (on construction and presentation of arguments) part of tutorials are taken over by online videos and interactive tasks. Teachers are now only responsible for facilitation of small-group activities and individual feedback. This research targets teachers who have experience teaching both the traditional and blended versions of this module. It aims at qualitatively constructing their experience in both runs, with a view not limited to investigating their perceived effectiveness of the old and new versions and contributory factors of that. In-depth interviews were conducted with three of these teachers and the data has been thematically analyzed. The teachers perceive that students who have done the blended version construct more focused and nuanced arguments. The teachers attribute this to the increased quantity and quality of contact time with students in the new mode. Moreover, as the impact of their help on students' performance become more visible and traceable throughout the writing process, teachers tend to develop a greater sense of efficacy.

Biodata

LEE Pui is an Instructor at the Center for Language Education of Hong Kong University of Science and Technology where he teaches undergraduate English Language and Humanities courses. He is currently pursuing his EdD at University College London Institute of Education. His research interest lies in professional development of teachers in higher education.

DAY 2 (Thursday) ~ 1330 – 1400; Seminar Room 4

PARALLEL SESSION 58

WhatsUp, WhatsApp. [De]vices of interpersonal communication

James STEPHEN, *National University of Singapore*

Abstract

The notion of polymedia (Madianou & Miller, 2013) explores how people select and utilise a range of communication media for various purposes. Media communication scholars Tyma, Herrmann and Herbig, (2015) subsequently extended it to include the kinds of relationships that transpire when people select a particular type of medium for communication. This study, situated within the context of a Business Communication module, explores the notion of polymedia in an interpersonal communication lesson to examine the communication dynamics when using the text messaging application WhatsApp. Traditional communicative moves—such as turn-taking and feedback—and notions of politeness were put to the test as 54 students struggled to communicate and cope in a situation devoid of paralinguistic cues while engaging in an activity set within a business context. Preliminary findings suggest that modes of communication behaviour, such as turn-taking in face-to-face communication may need to be re-conceptualised in light of an evolving communication landscape. Users will need to be equipped with fresh interaction skills in a milieu typically characterised (in this instance) by brief, shortened messages and truncated texts. As communication technologies become more pervasive in our lives, the way we communicate in the future will also need to be changed (Kress, 2010). This is especially true for business students as the business world gravitates towards long-distance business negotiations via text messages and WhatsApp. The pedagogical implications of this study for teaching interpersonal communication are significant and far reaching.

Biodata

James STEPHEN obtained his PhD from the University of Sheffield, and is currently a Senior Lecturer at the National University of Singapore. He has co-ordinated and taught a number of Communication Skills courses at the School of Computing, the Faculty of Engineering and the NUS Business School at both undergraduate and graduate levels.

DAY 2 (Thursday) ~ 1330 – 1400; Seminar Room 5

PARALLEL SESSION 59

Metacognitive reading strategies in a flipped learning environment

Nadya PATEL, *National University of Singapore*

Keywords: reading strategies, metacognition, scaffolding, flipped learning.

Abstract

This pilot study will present reflections of the researcher's experiences in adopting metacognitive reading strategies in a Critical Reading and Writing course while leveraging on the affordances of a flipped learning environment. Having realised the importance of providing explicit and student-centred instruction, educators have been designing reading instruction to develop strategies to assist learners in the active process of comprehension (e.g. Pressley, 2002; Block & Duffy, 2008). The recognized need for deliberate and explicit reading instruction has also renewed the focus on providing needs-based differentiated instruction and designing reading instruction that brings together all components of reading (e.g. Sahadi & Ghaleb, 2012; McKenzie, 2011). As such, in higher education, an approach through which the faculty can deliver a student-centred critical reading instruction that is metacognitive in nature is much needed (Hammadou, 1991). Embedded within van de Pol, Volman and Beishuizen's (2010) scaffolding conceptual model, this study involves faculty and student modelling, guided practice, collaborative and eventually independent use of strategies. The development of these metacognitive strategies is expected to allow students to be able to monitor their reading for meaning, use and create schema, pose inquiring questions, make inferences and synthesize information for deepened understanding of their critical reading. This justifies the relevance and legitimacy of this study's research question on how students' understanding can be enhanced at a deeper (metacognitive) level in a flipped learning environment.

Biodata

Nadya Shaznay PATEL is a Lecturer at the CELC, NUS. She has extensive experience in English language teaching, educational research, curriculum designing, educational leadership and management. She is a regular presenter at international conferences including AERA and Redesigning Pedagogy. Her research interests include classroom discourse, scaffolding and conversation analysis.

DAY 2 (Thursday) ~ 1330 – 1400; Seminar Room 6

PARALLEL SESSION 60

Exploring the impact of cultural norms and expectations on ELT learning experiences

Anne LAWRIE, *University of Stirling, UK*

Keywords: intercultural; verbal; non-verbal; groups; interaction

Abstract

This paper explores features of verbal and non-verbal behaviour which facilitate and inhibit not only intercultural communicative competence but also the learning experience. In this age of internationalisation, this is an area of language education which has been overlooked and its impact on our own practice underestimated. Academics who regularly teach international students have attempted to understand how culture influences learning styles and processes. This has often resulted in requiring native and non-native English speaking students to work together in multicultural groups. However, research indicates that this has not been altogether successful (Volet and Ang, 1998; De Vita, 2005; Harrison and Peacock, 2007). Data for this paper were collected in a small-scale study of the group-work experiences of UK, European and Chinese students. The students participated in semi-structured interviews at different times throughout a taught postgraduate programme of study: the beginning, the middle and the end. The evidence demonstrates that participants bring their own cultural verbal and non-verbal 'norms' into the learning and teaching environment. Individual responses to one another's 'norms' were found to either enable or impede successful communication between international and home students and to contribute to or discourage a positive learning and teaching environment. The findings highlight the role verbal and non-verbal behaviour plays in intercultural group interactions and the extent to which it interferes, influences, and in some cases prevents intercultural communication. In strengthening connectivities in ELT, renewed awareness of the role and effect of verbal and non-verbal behaviour within language education is key.

Biodata

Anne LAWRIE has taught English language to both adults and children all over the world. The countries in which she has taught include Saudi Arabia, Kuwait, Mainland China and Ghana. She is currently the programme director for a suite of MSc in TESOL programmes at the University of Stirling.

DAY 2 (Thursday) ~ 1330 – 1400; Seminar Room 8

PARALLEL SESSION 61

Case studies in interdisciplinary postgraduate English academic support course

Evelyn NAOUMI, *Meiji University, Japan*

Abstract

At the postgraduate level it is necessary to provide students with opportunities to develop analytical, critical thinking and problem solving skills in English (Mext, 2015) Case studies are used extensively in Business Schools to expose students to real life situations and foster the development of professional judgment through analysis, critical thinking and problem solving (Maufette-Leenders., Erskine & Leenders, 2005). One teacher's experience of preparing Japanese students for a sheltered course in International Financial Accounting at an overseas Business School identified cognitive, linguistic and socio-linguistic challenges for the students which have implications for curriculum development in postgraduate academic support courses in Japanese contexts. The first part of the paper briefly introduces the case study genre (Mawani, 2005), describes the challenges for Japanese students and introduces the curriculum and materials developed to meet these challenges. The second part of the paper describes how the lessons learned from this experience have been applied in the development of interdisciplinary English academic support communication courses. The first challenge was to find problems that are relevant for interdisciplinary courses and that will engage students, the second was how to provide necessary background information and vocabulary for tackling the problem and the third challenge was to develop a course framework that would develop group work interaction and presentation skills. The paper concludes with student feedback and implications for other contexts. Preliminary findings of the study suggest that the business school case study genre has relevance for interdisciplinary postgraduate English academic support courses. Moreover, the generic framework and the linguistic, cognitive and socio-linguistic challenges previously identified are key factors in developing the course framework.

Biodata

Evelyn NAOUMI teaches in the Graduate School and the Professional Graduate School of Global Business at Meiji University. Her research interests include curriculum and materials development in English for Academic Purposes and English Education in the ASEAN region.

DAY 2 (Thursday) ~ 1330 – 1400; Seminar Room 9

PARALLEL SESSION 62

Informational posters as an undergraduate assignment: not as straightforward as it sounds

Ramona TANG, *National Institute of Education, Singapore*

Keywords: multimodal assessment, posters, undergraduate

Abstract

In this session, I share my experience of introducing a form of multimodal composing as an assessment component in my class. The course I was teaching was a first-year undergraduate class in applied linguistics. The participants were student teachers, and the assignment that I designed required them to create an informational poster to explain a concept covered in our course. In designing the assignment, I was motivated by two main considerations: (1) My students belong to what Miller and McVee (2012) have described as a “millennial generation ... [that] thinks of messages and meanings multimodally, rarely in terms of printed words alone” (p. 2). I wanted to see, therefore, what would happen if I tried to capitalise on the ways of multimodal meaning-making that they were accustomed to outside the classroom, instead of requiring them to display their learning through just the printed word alone. (2) My students are future English teachers themselves, who need to think about what it means to prepare pupils to be “literate” in today’s society, and about how the reading and writing of multimodal texts might feature in their classrooms in future. The assignment was designed therefore to let them experience the thought processes involved in producing a multimodal text for academic purposes. In this sharing session, I explain how the assignment was set up, the guidelines that I provided to students, and what I looked for in my grading. I also share some of the unexpected challenges that I encountered during the entire process.

Biodata

Ramona TANG is an Associate Professor in the English Language and Literature Academic Group at the National Institute of Education, Singapore. Her current teaching and research interests are in the areas of Academic Literacies, English for academic purposes, discourse analysis, and effective ways of teaching and learning in higher education.

DAY 2 (Thursday) ~ 1410 – 1440; Seminar Room 1

PARALLEL SESSION 63

Transformative professional development for in-service mathematics teachers of English language learners

Jennifer HOLDWAY, *University of Hawaii, USA*

Abstract

This paper explores the transformative learning experiences of 30 K-12 in-service teachers during five 15-week, online, asynchronous, professional development (PD) courses focused on theories and methodologies to address a simultaneous focus on English language development and academic mathematics content instruction for English Language Learners (ELLs). Informed by transformative learning theory (Cranton, 1994; Mezirow, 1991) and analyzed using Hult's (2010) theme-based approach, this paper describes how participation and self-reflection in a long-term PD course led to the transformative learning of mathematics teachers while acquiring new strategies to better work with their ELLs. Primary data includes teachers' personal comments on weekly course prompts through written reflections in two of the main mediums of participation: weekly discussions in a public forum allowed for peer feedback and comments, and summaries submitted directly to the instructor. These total 60 written posts of between 150-600 words per teacher-participant and 900 core posts in all. This paper discusses three of the fourteen weekly themes comprising the course—(a) the 'language' of math; (b) integrating literature to improve math comprehension; and (c) translanguaging—and confirms the importance of long-term PD in providing opportunities for critical transformative learning by teacher-participants. It additionally contributes to current research by citing the need and benefit of PD courses focusing on theories and methodologies to address a simultaneous focus on English language development and academic mathematics content instruction for ELLs, an area of research only recently being addressed.

Biodata

Jennifer HOLDWAY is a graduate student in Second Language Studies at the University of Hawai'i at Manoa. Her research interests are K-12 language and literacy education, teacher professional development, bilingual education, and language policy, planning, and practices with a social justice focus.

DAY 2 (Thursday) ~ 1410 – 1440; Seminar Room 2

PARALLEL SESSION 64

Interactive mental imagery strategy in raising metaphorical competence

Kenneth ONG Keng Wee, *Nanyang Technological University, Singapore*

Carmel Lee-Hsia HEAH, *Nanyang Technological University, Singapore*

Abstract

Metaphor is a fundamental cognitive ability that allows us to talk and think about abstract concepts and phenomena. As metaphor is such a dominant feature of thought and language, metaphorical competence represents a central issue for both ESP instructors and learners. In this paper, we put forward the case that including metaphor learning strategy in a specific English language program can enhance comprehension of key concepts and issues as well as improve vocabulary retention and production. The graduate student participants are EFL learners attending an intensive English academic writing course in preparation for their academic coursework within three sub-fields of political science. Our quantitative findings were culled using a quasi-experimental, pre-test, post-test design with participants grouped in three ability groups. The pre-test/posttest evaluated the participants' successful lexical inferencing of metaphors embedded in authentic word contexts. We also evaluated the average metaphorical density of the students before and after the intervention. The interactive mental imagery strategy, which helps learners utilize and develop associative fluency and analogical reasoning, was taught to student participants. Post-intervention, we found that average metaphorical density and successful inferencing are raised. Participants' language proficiency is found to be an independent variable underlying performance. Implications for pedagogical research and teaching writing will be discussed.

Biodata

Kenneth ONG is a Senior Lecturer at the Language and Communication Centre, Nanyang Technological University. He received his Ph.D in Education (Applied Linguistics) from The University of Auckland, New Zealand. He has published in international peer-reviewed journals. His main research interests are in the sociolinguistic, psycholinguistic and pedagogical dimensions of codeswitching, second language vocabulary acquisition and computer-mediated discourse analysis.

Carmel Lee-Hsia HEAH is a Senior Lecturer at the Language and Communication Centre, School of Humanities and Social Sciences, Nanyang Technological University, and formerly a Senior Lecturer in professional communication at the Faculty of Pharmacy, University of Toronto, Canada. Her research interests include EL teaching and learning, ELT and engineering curriculum and course design and Language for Special Purposes. She has done significant research work in ELT pedagogy and course development as well as professional communication skills training. Her research output includes co-authored textbooks and an English grammar reference book.

DAY 2 (Thursday) ~ 1410 – 1440; Seminar Room 3

PARALLEL SESSION 65

Teaching with current events: blended learning to enhance learner autonomy

Rebekka ECKHAUS, *New York University - School of Professional Studies, American Language Institute in Tokyo, Japan.*

Keywords: learner autonomy, blended learning, EFL

Abstract

Teaching current events to ELLs provides an opportunity to create a multi-layered classroom, integrating the instruction of language strategies with an exploration of local and global trends. Indeed, Pescatore (2011) asserts that the genre of current events has the potential to be an “empowering literacy.” While ESL and EFL instructors subscribing to CLT are often searching for ways to increase meaningful student interaction with the teacher in the role of facilitator, in practice teaching meaty subjects such as current events can unintentionally lead the instructor to assume a central role as lecturer. Not only does this place undue pressure on the teacher to become an expert in non-language related topics, but it also diminishes the ability of the students to take control of their own learning. Moreover, because current events are constantly changing, the teacher may feel it necessary to be continuously developing new materials for the classroom. Through the utilization of technology and deliberate scaffolding, instructors can enhance learner autonomy, minimizing teacher-fronted instruction, as well as materials development. In fact, blended learning has particular implications for the English language classroom (Lander & Kuramoto, 2013; Lander, 2015). This presentation will describe how an EFL current events course was designed and developed over six academic terms to implement technology and foster learner autonomy. The syllabus rationale will be explored, along with the online tools used to complement face-to-face and out of class activities. Student work, materials, project suggestions, and tips for reducing the perpetual development of supplementary materials will be shared.

Biodata

Rebekka ECKHAUS is a Language Lecturer and Coordinator of the Professional English Program at New York University – School of Professional Studies, American Language Institute in Tokyo, Japan. She has taught academic and business English at universities and companies in the New York City, Tokyo, Seoul, and Valparaiso, Chile.

DAY 2 (Thursday) ~ 1410 – 1440; Seminar Room 4

PARALLEL SESSION 66

ICT integration in teaching English in Indonesia: government policy versus teachers' attitude

I Ketut Trika Adi ANA, *STKIP Agama Hindu Singaraja, Indonesia*

Keywords: ICT, urban area, rural area

Abstract

The regulation which was issued by the ministry of national education of Indonesia No. 16/2007 states that all teachers, including the English teachers, in Indonesia should apply Information and Communication Technology (ICT) in their teaching and learning process. This study aims at comparing the implementation of ICT in English classes in senior high schools by considering their certification status, age, and gender. It also identifies the English teachers' attitude toward the implementation of ICT during the teaching and learning process. This study found that: (1) in terms of the number, more non-certified English teachers use ICT in their teaching and learning process compared to the certified English teachers; (2) more male teachers use ICT during the instruction compared to female teachers; and (3) more younger-English-teachers use ICT compared to the older ones. Various reasons are given by the teachers for using or not using ICT during the instruction. Those reasons include: the facility that is available in the school, the mastery in using ICT, and the time that they have to spend in order to develop the ICT-based teaching media. The results of the study support the theory that teachers' age and gender influence the use of ICT (see Yau & Cheng, 2012; Glowka, 2014; Hogan, 2014; and Alghamdi & Higgins 2015). In addition, this study also reveals that what the expectation of the Indonesian government that all teachers use ICT in teaching and learning process is not yet achieved.

Biodata

I Ketut Trika Adi ANA is a Junior Lecturer at STKIP Agama Hindu Singaraja. He has presented some papers in some international conferences in Asia, such as FLLT in Bangkok, ICELT in Malaysia, CAMTESOL in Cambodia, and TEFLIN in Indonesia.

DAY 2 (Thursday) ~ 1410 – 1440; Seminar Room 5

PARALLEL SESSION 67

Gesture, metaphor, and visualization in teaching academic writing

Tetyana SMOTROVA, *National University of Singapore*

Keywords: writing, ESL, ESP, gesture, metaphor

Abstract

The last two decades have seen an increasing interest in cognition as an embodied activity across disciplines, including philosophy, anthropology, and applied linguistics (e. g., Gibbs, 2005; Goodwin, 2000; Atkinson, 2010). However, few attempts have been made in applying embodied cognition in teaching/learning academic writing (e. g., Syverson, 1999; Miller, 2005). This study investigates the effect of pedagogy that combines such aspects of embodied cognition as gesture, metaphor, and visualization on learning academic writing in the ESL classroom. Its major focus is on teaching grammatical aspects of writing, such as tense and aspect. The experimental study involved a pedagogical intervention in the upper-intermediate level writing class at an intensive English program at an American university. Its effect was assessed through statistical analyses of student performance in pre-test and post-test. A qualitative analysis of classroom video recordings and student reflections was also conducted. The pedagogy was based on Radden & Dirven's (2007) cognitive grammar, Lakoff & Johnson's (2008) metaphor theory, and McNeill's (2005) gesture methodology. Results point to the positive effect of the instruction combining gesture, metaphor, and visualization on student learning of tense and aspect. This was shown in statistically significant improvement on the written tasks and in student reflections, which indicated their deeper conceptual understandings of tense and aspect. The student appropriation of the grammar concepts was largely achieved through enactments of the time-line and gestural imitation. Following the discussion of the study results, the presentation will propose several ways of incorporating gesture-metaphor-visualization pedagogy in teaching ESP writing.

Biodata

Tetyana SMOTROVA is a Lecturer at the Centre for English Language Communication at the National University of Singapore. Her research interests include second language acquisition; TESOL; ESP, gesture and multimodality; classroom interaction.

DAY 2 (Thursday) ~ 1410 – 1440; Seminar Room 6

PARALLEL SESSION 68

The effects of different blended learning formats on reading comprehension across proficiency levels

Arfan FAHMI, *Institut Teknologi Sepuluh Nopember (ITS), Indonesia*

M. Adnan LATIEF, *The State University of Malang, Indonesia*

Ali SAUKAH, *The State University of Malang, Indonesia*

Nur MUKMINATIEN, *The State University of Malang, Indonesia*

Keywords: blended learning, reading comprehension, proficiency

Abstract

The dominance of blended learning over online and face-to-face learning on improving language proficiency has been widely proven. This study, then, attempts to investigate the effects of different blended learning formats on reading comprehension across different proficiency levels. On the basis of a learning cycle in reading; pre-reading, while-reading and post-reading, two different blended learning formats are developed: Format A with face-to-face learning in pre-reading and while-reading and asynchronous online learning in post-reading, and Format B with face-to-face learning in while-reading and asynchronous online learning in pre-reading and post-reading. An adapted MOODLE learning management system is employed to facilitate the asynchronous online learning. February through to May 2015, these formats were tried out in a pilot study and showed a significant difference regardless of the reading proficiency levels. The real experiment utilizing counterbalance design was conducted September to December 2015 in two separate universities. This involved 2 classes with 36 freshmen each in university-A and 2 classes with 26 freshmen each in university-B. Every participant received the two models in different order for six weeks each, FA then FB in university -A and FB then FA in university -B. The t-test for correlated sample was carried out to calculate the overall effects on reading proficiency in all levels as well as in each level to determine the interaction effects. The implication of the finding will be comprehensively discussed.

Biodata

Arfan FAHMI has been an English teacher in ITS since 1998. Currently he is conducting his dissertation research at The State University of Malang. His research interests are in the area of instructional design and implementation, ESP, and discourse analysis.

M. Adnan LATIEF is a Professor of English Language Education The State University of Malang

Ali SAUKAH is a Professor of English Language Education at The State University of Malang

Nur MUKMINATIEN is a Professor of English Language Education at The State University of Malang

DAY 2 (Thursday) ~ 1410 – 1440; Seminar Room 8

PARALLEL SESSION 69

Processing instruction and English simple past

Mable CHAN, *Hong Kong Polytechnic University*

Abstract

Functional categories have been found to cause difficulty to ESL learners. It is particularly the case when it comes to the acquisition of tense by Cantonese ESL learners as tense is not realized overtly in Cantonese. According to Chan (2013), TP is present in the initial state; in other words, learners' poor performance in producing tense may not represent a lack of knowledge but their failure to map forms and meaning. This finding was consistent with the prediction by Missing Surface Infection Hypothesis (White 2003). Thus, the challenge for teachers is to help L2 learners map forms and meaning in acquiring tense. Processing instruction, as first described by Van Patten (1991), was regarded as effective in shaping the ways that learners attend to input and make connections between forms and meaning. This study examines if processing instruction is effective in helping learners interpret and produce simple past tense. A pre-test and 3 post-tests were administered to find out if there is any significant difference between the experimental groups (Processing Instruction; Traditional Instruction; Implicit Instruction) and the control group in the acquisition of English tense. In this workshop, there are activities to help participants understand what processing instruction is, and how it is effective in helping students map both the forms and the meaning in acquiring English simple past.

Biodata

Mable CHAN is a Research Assistant Professor in the Department of English, The Hong Kong Polytechnic University. She was awarded the Faculty Award for Outstanding Teaching twice in the 2005/2006 and 2010-2011 academic years, and has vast experience teaching academic English to both undergraduate and postgraduate students.

DAY 2 (Thursday) ~ 1410 – 1440; Seminar Room 9

PARALLEL SESSION 70

A discovery-based approach to teaching academic and professional communication to civil engineers

Andrew NORTHERN, *Hong Kong University of Science and Technology*

Eunice TANG, *Hong Kong University of Science and Technology*

Keywords: EAP, ESP, discipline-specific, pedagogy

Abstract

Three discipline-specific English courses for final-year undergraduate students from the School of Engineering were piloted from September 2015 to December 2015 at The Hong Kong University of Science and Technology. The target students were engaged in final-year research projects, while at the same time preparing to join the workforce in the near future. The courses, therefore, aimed to support students in two key areas: communicating their research, both through written reports and through oral presentation, and preparing to communicate professionally in the workplace.

When preparing one of these courses, aimed at civil engineers, the teachers noticed that textbooks on communication for engineers tended to adopt a prescriptive, one-size-fits-all approach to communication (e.g. Paradis & Zimmerman, 2002; Riejos, López, & Mansilla, 2011). After reading and selecting a variety of authentic samples of engineering discourse for classroom use, the teachers decided that a scaffolded discovery-based approach (Mayer, 2004) to planning and delivering the classes would be more appropriate. By merging discovery learning and direct instruction (Alfieri et al., 2011; Bruner, 1961), our approach to teaching communication to civil engineers aims to encourage active inquiry and facilitate efficient meeting of learning outcomes through scaffolding and metacognition. This presentation will further explain the rationale for adopting a scaffolded discovery-based approach, give examples of how this approach was adopted in planning and delivering the classes. Preliminary findings suggest that the approach worked well in our pilot offering of the course, but will need to be further refined as part of an ongoing needs analysis.

Biodata

Andrew NORTHERN is an Instructor at the Centre for Language Education at the Hong Kong University of Science and Technology (HKUST). His research interests include English in the disciplines (pedagogy and curriculum design), critical thinking and reasoning in the disciplines, and blended learning.

Eunice K. TANG is an Instructor at the Centre for Language Education at the Hong Kong University of Science and Technology (HKUST). Her research interests include curriculum design and creativity in language education.

DAY 2 (Thursday) ~ 1450 – 1550; Seminar Room 1

WORKSHOP 7

Developing discipline-specific academic writing resources

Ursula WINGATE, *King's College London, UK*

Abstract

This workshop is targeted at EAP/academic writing specialists and offers some practical approaches to the development of academic writing teaching and learning materials. It is based on an intervention study at King's College London, in which we collaborated with academics in various academic disciplines (Applied Linguistics, Business Management, Pharmacy, and History) to identify relevant text genres, and to collect examples of high and low scoring writing from students enrolled on these programmes. In this collaboration the disciplinary specialists provided insights into the conventions of the discipline and comments on strong and weak features in the student texts, enabling the EAP specialists to prepare writing development resources on the basis of the expert comments. These resources are then used in academic writing workshops jointly run by the disciplinary and the EAP specialists. I will discuss genre theory which underpinned the development of the resources, and provide a range of examples of the materials developed for the four disciplines. I will then give an account of the academic writing workshops and their evaluation, and finally will invite participants to discuss the application of this approach to their context.

Biodata

Ursula WINGATE is Senior Lecturer in Language in Education and works in the Centre for Language, Discourse and Communication in the Department of Education and Professional Studies at King's College London. Ursula's research interests are in academic literacy, English language policies and practices, and language teaching methodology. In recent projects, Ursula has developed and evaluated various approaches to teaching academic literacy in mainstream higher education, drawing on the King's Apprentice Writing Corpus for the creation of instructional resources in different disciplines. Her publications in this area are concerned with the theoretical models underpinning literacy instruction, the impact of formative feedback on academic writing, and the teaching and learning of argumentation. In her recent book *Academic literacy and student diversity: the case for inclusive practice*, Ursula promotes the concept of academic literacy as the ability to communicate in a new discourse community, an ability which involves an epistemological and sociocultural understanding of the academic discipline and needs to be acquired by students from all backgrounds. She proposes a curriculum-embedded model of academic literacy instruction and argues that market forces such as growing competition for students as well as the needs and expectations of diverse student populations will increase the need for universities to develop instructional approaches that are discipline-specific and inclusive of all students.

DAY 2 (Thursday) ~ 1450 – 1550; Seminar Room 2

WORKSHOP 8

Harnessing your students' metacognition to support their speaking and listening development

Christine GOH, *National Institute of Education, Singapore*

Abstract

Metacognitive awareness development can increase learners' self-reflection, self-monitoring and self-confidence. It can support their use of speaking and listening skills and improve their language knowledge required for such various task demands. In this workshop I will offer a theoretical framework for metacognitive development and provide participants with hands-on learning of metacognitive activities that you can integrate with speaking and/or listening tasks in and beyond the classroom. Together with other participants, you will consider how these metacognitive activities can be adapted and used according to your students' profiles so as to scaffold their learning processes and increase their motivation for speaking and listening.

Biodata

Christine GOH is a Professor of Linguistics and Language Education and holds a concurrent appointment as Dean of Graduate Studies and Professional Learning at the National Institute of Education, Nanyang Technological University, Singapore. She contributes actively to academic and professional discussions in the area of teaching and assessment of listening and speaking, and has a strong interest in the role of metacognition in language development and use. She has researched and published extensively in these areas in journals and books over the past 20 years. Her books include *Teaching speaking: a holistic approach* (with Anne Burns, Cambridge University Press, 2012), *Teaching and learning second language listening: metacognition in action* (with Larry Vandergrift, Routledge, 2012) and *language learning in new English contexts: studies of acquisition and development* (co-edited with Rita Silver and Lubna Alsagoff, Bloomsbury, 2009). Her on-going project is *Peer work in language classrooms: Thinking language* (with Rita Silver, Palgrave Macmillan).

DAY 2 (Thursday) ~ 1450 – 1550; Seminar Room 3

WORKSHOP 9

Writing assignments that work: developing and assessing effective and engaging writing prompts

Paul Kei MATSUDA, *Arizona State University, USA*

Abstract

In this workshop, the participants will learn the principles of effective and engaging writing assignments that invoke and extend students' prior knowledge and experience. We will begin with a discussion of the principles of effective assessments and analyses of sample writing prompts. We will then develop and assess writing assignments that are specific to the participants' institutional contexts and instructional goals. The workshop will conclude with a highly interactive question-and-answer session.

Biodata

Paul Kei MATSUDA is a Professor of English and Director of Second Language Writing at Arizona State University. He is also Concurrent Professor of Applied Linguistics at Nanjing University and Zhangzhou University. Currently, he is the President of the American Association for Applied Linguistics.

Paul has published widely on second language writing in applied linguistics, rhetoric and composition and TESOL, and has received a number of prestigious awards for his publications. He has presented keynote and plenary talks as well as invited lectures and workshops in various countries, including: Bosnia and Herzegovina, China, Guatemala, Hong Kong, Hungary, Indonesia, Israel, Japan, Korea, Malaysia, Mexico, Peru, the Phillipines, Qatar, Spain, Taiwan, Thailand, Turkey, United Arab Emirates, and throughout the United States.

Paul is Founding Chair of the Symposium on Second Language Writing and Series Editor of the Parlor Press Series on Second Language Writing. He has also served as the founding chair of the CCCC Committee on Second Language Writing and the Chair of the Nonnative English Speakers in TESOL (NNEST) Caucus.

Paul has previously served as the director of writing programs at the University of New Hampshire and Arizona State University. He also has taught a wide variety of courses in applied linguistics, linguistics, rhetoric and composition, and TESOL at Purdue University, Miami University, and the University of New Hampshire. In addition, he has held visiting professor and researcher positions at Chulalongkorn University (Thailand), Jilin University (China), Nagoya University (Japan), Penn State University (USA), Shih Chien University (Taiwan), Tamkang University (Taiwan), Thammasat University (Thailand), the University of Hong Kong (Hong Kong SAR), and the University of Utah (USA).

DAY 2 (Thursday) ~ 1450 – 1550; LT 50

COLLOQUIUM 2

English across the curriculum: fostering collaboration

Shari Dureshahwar LUGHMANI, *Hong Kong Polytechnic University*

Hebe WONG, *University of Hong Kong*

Lucy CHAN *The Hong Kong Polytechnic University*

Sheena GARDNER, *Coventry University, UK*

Julia CHEN *Hong Kong Polytechnic University.*

Keywords: EAC, feedback, writing, collaboration, PD

Abstract

English across the curriculum as a philosophy is widely considered to be the backbone of curricula in schools. However, its introduction into the tertiary sector in Asia is relatively recent. With the re-structuring of secondary and tertiary education in Hong Kong, referred to as the 3+3+4 model, reducing secondary education by one year to expand the university curriculum to four years, Hong Kong universities have allocated increased resources towards General Education (GE) provision and literacy. In order to provide impetus for inter-institutional collaboration and relevant pedagogical development, the Hong Kong's University Grants Committee launched the Competitive Funding Scheme on Teaching and Learning 2012-2015. This has resulted in new English across the curriculum initiatives. The Hong Kong Polytechnic University is leading three such inter-institutional projects, two of which focus on English Across the Curriculum. In addition, since 2012, PolyU has implemented a university-wide requirement for students to complete a 2,500-word academic writing assignment as part of the GE curriculum. English Language Centre (ELC) staff provide detailed written, genre-specific feedback on two drafts before the assignment is submitted to the subject teacher. The support tools and materials have been developed after a thorough genre-analysis. This compulsory scaffolded writing model has resulted in a significant impact on stakeholders' perceptions about writing and its role in enhancing students learning. Colloquium participants, who are engaged in various EAC initiatives, will express their stances on the role of collaboration in scaffolding students' language ability at the tertiary level and models of collaboration that have worked.

Biodata

Shari Dureshahwar LUGHMANI teaches Creative Writing in English and coordinates the university-wide writing and reading requirements in General Education subjects at the English Language Centre of The Hong Kong Polytechnic University. She is currently engaged in managing the UGC-funded inter-institutional collaborative project focusing on literacy in the disciplines.

Hebe WONG is the Programme Leader of English for Academic Purposes for Associate Degree students in the City University of Hong Kong. She has been providing language support for the disciplines and has been the principal and co-investigator for government-funded interinstitutional under- and post-graduate collaborative language research projects.

Lucy CHAN teaches at the English Language Centre of The Hong Kong Polytechnic University. She is currently involved in the UGC funded project 'Literacy in the Disciplines', researching and supporting undergraduates' writing practices in the discipline of Applied Social Sciences.

Sheena Gardner's research investigates the nature and use of English in educational contexts, with specific focus on classroom interaction and academic writing, from a broadly systemic functional

perspective. She is co-author of *Genres across the disciplines: Student writing in higher education* with Nesi (Cambridge 2012).

Julia CHEN is the Associate Director of the English Language Centre in The Hong Kong Polytechnic University. She is the Principal Investigator of the project Professional Development in Enhancing English Across the Curriculum, which received a competitive fund from the Hong Kong UGC and organized an international EAC Conference in 2015.

DAY 2 (Thursday) ~ 1450 – 1550; LT 51

COLLOQUIUM 3

Ideas & Exposition (I & E) modules

WONG Jock Onn, *National University of Singapore*

Mark BROOKE, *National University of Singapore*

Elmo GONZAGA, *National University of Singapore*

Jason BANTA, *National University of Singapore*

Abstract

This colloquium offers an overview of a suite of academic English writing modules at the Writing Unit, a satellite of the CELC, NUS. These are entitled Ideas and Exposition modules (IEM), and they cater to students across the curriculum. Although very different in subject matter, the courses share the same generic learning objectives. They seek to develop students' critical thinking abilities, multiliteracies, research, and academic writing skills. The IEMs are popular with students because they not only learn academic skills, but also content from a subject area that may not be offered in their own faculties. In fact, modules that are designed with similar pedagogic principles and goals are being offered to faculties (e.g. Engineering, Arts), who want their students to acquire similar academic skills. The four speakers will talk about different aspects of the course development and delivery, including (but not limited to):

- academic learning aspired to;
- the effectiveness of the CLIL and genre approach;
- the variety of disciplinary methods and multimodal activities used;
- general academic literacy as a goal;
- strategies to develop portable writing and thinking skills;
- essential aspects of course material design.

It is hoped that this colloquium will provide a platform for discussion between researchers and teachers interested in this field and perhaps lead to future collaborations.

Biodata

WONG Jock Onn teaches academic writing at the Centre for English Language Communication, National University of Singapore, with a special interest in 'Content and Language Integrated Learning'. The writing module he teaches involves the teaching of cultural linguistics ('content'). His research interests lie in semantics, pragmatics, cultural linguistics and language pedagogy.

Mark BROOKE is a Lecturer at the Centre for English Language Communication at the National University of Singapore. He holds an EdD from the University of Durham, UK and has presented and published in areas such as CLIL, the sociology of sport, English linguistics and teacher training.

Elmo GONZAGA is a Lecturer at the National University of Singapore. He completed his Ph.D. at the University of California, Berkeley with fields of expertise in the literary, spatial, and visual culture of Southeast Asia and the Global South. He is the author of *Globalization and becoming a nation* (2009).

Jason BANTA is a Lecturer in the Writing Unit of the Centre for English Language Communication at the National University of Singapore. He holds a Ph.D. in Classical Literature and Language and has published on ancient biography, tragedy and the origins of science fiction.

DAY 2 (Thursday) ~ 1620 – 1720; LT 50

INVITED SPEAKER 4

Lionel WEE

National University of Singapore

Linguistic entrepreneurship and ELT

Abstract

One notable offshoot of neoliberal ideology has been the emergence of enterprise culture, which valorizes qualities such as ‘initiative, energy, independence, boldness, self-reliance, a willingness to take risks and to accept responsibility for one’s actions and so on’ (Keat 1991: 30). Keat (1991: 11) also underscores the ethical imperative behind enterprise culture, when he notes that it emphasizes:

... an ‘ethic of the self’ (as distinct from ‘an ethic of rules’, which specifies an authoritatively binding set of permissible and prohibited actions) that in many respects congruent with the political rhetoric of enterprise: an active, self-motivated individual, accepting responsibility for its own fate, keen to identify clearly its aims and desires, to remove barriers to its fulfillment, to monitor its success in realizing them and so on.

In this talk, I explore the relationship between enterprise culture and ELT. Drawing on ongoing work with Peter DeCosta and Joseph Park, I discuss a number of examples that will help us understand what it means to be a linguistic entrepreneur and what pedagogical implications this might have for ELT.

I make three key points:

(i) The linguistic entrepreneur is one who makes the effort to learn whatever languages or acquire whatever linguistic resources might be needed in order to more effectively communicate. But this involves more than mere diligence; there is need to be sensitive to variation and even hybridity in language use. This is where entrepreneurial qualities of initiative, self-motivation and even boldness come into play.

(ii) The notion of linguistic entrepreneurship is particularly relevant to attempts at acquiring English language competence. This is because the global spread of English has led, perhaps more so than with any other language, to the emergence of multiple varieties. This has in turn raised concerns about their legitimacy as well as created anxieties about what might be considered proper usage.

(iii) Rapid changes to English mean that it is impossible for ELT to prepare learners to be effective communicators unless learners are also taught to accept personal responsibility for their own ongoing and continued efforts to be sensitive to such variation. This has specific concomitant pedagogical implications, including the need to emphasize the conventionality of grammar, to highlight the social consequences of stylistic variation, and to develop learners’ confidence in their own linguistic risk-taking.

Biodata

Lionel WEE is a Professor in the Department of English Language & Literature and Vice-Dean of the Research Division (Faculty of Arts and Social Sciences) at the National University of Singapore. He sits on the editorial boards of *Studies in World Language Problems*, *Journal of Sociolinguistics*, *Applied Linguistics*, *English World-Wide*, *Sociolinguistic Studies* and *Multilingual Margins*. His books include *Language without rights* (Oxford University Press, 2011), *Style, identity and literacy* (with Chris Stroud, Multilingual Matters, Clevedon, 2011) and *Markets of English* (with Joseph Park, Routledge, 2012), *Consumption, rights and states: comparing global cities in Asia and the US* (with Ann Brooks, Anthem Press, 2014) and *The language of organizational styling* (Cambridge University Press, 2015). He is

currently working on a number of projects: *The emotional city*; *The biopolitics of language*; and *The Singlish controversy: Language, culture and identity in a globalizing world*.

DAY 2 (Thursday) ~ 1620 – 1720; LT 51

INVITED SPEAKER 5

Stephen BAX

Open University, UK

Cognitive processing in reading

Abstract

This paper discusses the cognitive processes we use when we read in a second language. Using data derived from a number of eye tracking studies, including a paper in *Language Testing* which won the 2014 TESOL Distinguished Researcher award, I will discuss the range of cognitive processes which are used in reading, based on the Khalifa and Weir model (2009). These processes range from relatively simple processes, at the lexical level, up to relatively complex text-level and intertextual-level processing. I will consider the differences between successful and unsuccessful readers as they deal with reading texts in test situations at these cognitive processing levels, as far as current research can tell us.

The paper will then address one area of reading in particular, namely lexical processing, this time examining the role of lexis in text difficulty. I will demonstrate a new online tool *Text Inspector* which can help us to analyse texts in terms of lexical complexity, density and frequency to help us evaluate student writing and/or ensure that reading texts we use for our teaching are at an appropriate level.

The paper will conclude with consideration of the implications of this research, using eye tracking and lexical analysis, both for future research and also for our work in the reading classroom and in the testing of reading.

Biodata

Stephen BAX is a Professor of Modern Languages and Linguistics at the Open University, in the United Kingdom. His research focuses on reading and technology, and for his 2013 article in *Language Testing*, which used eye tracking technology to analyse L2 reading, he was awarded the *TESOL Distinguished Researcher Award 2014*. He has also researched the use of computers in language learning (CALL), the use of computers in language testing (CALT), and areas of discourse including Computer Mediated Discourse Analysis (CMDA). His books include *Discourse and genre* (2011 Palgrave Macmillan). He has recently developed an online tool called *Text Inspector* for analysing text difficulty in testing and teaching.

DAY 2 (Thursday) ~ 1620 – 1720; Global Learning Room

INVITED SPEAKER 6
(via Skype)

Bonny NORTON

University of British Columbia, Canada

Identity, investment, and language learning in digital times

Abstract

The world has changed since I published my early work on identity, investment, and language learning. Because of advancements in digital technology, there are new relations of power at micro and macro levels, and digital literacy has become essential in “claiming the right to speak.” As language learners navigate these changing times, they need to negotiate new identities, investments, and imagined futures. Working with Ron Darvin, I have responded to new linguistic landscapes by developing an expanded model of investment that integrates identity, ideology, and linguistic capital in a comprehensive framework. I argue that while there are structures that may limit a learner’s investment, the model seeks to illustrate the ways in which learners may not only reproduce but also resist practices that limit possibility. Drawing on recent research with English language learners in both wealthy and poorly resourced global communities, I will discuss the ways in which the model can help inform theory, research, and practice in the learning and teaching of English internationally.

Biodata

Bonny NORTON is a Professor and Distinguished University Scholar in the Department of Language and Literacy Education, University of British Columbia, Canada. Her primary research interests are identity and language learning, critical literacy, and international development. In 2010, she was the inaugural recipient of the "Senior Research Leadership Award" by the Second Language Research SIG of the American Educational Research Association, and in 2012 was inducted as an AERA Fellow.