Excellence in Language Instruction: Supporting Classroom Teaching & Learning
3–5 December 2015
National Institute of Education, Singapore

Program Book

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TESOL International Association would like to acknowledge the hard work and dedication of the NIE Conference Organizing Committee members:

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Contents

Schedule at a Glance ...................................................... 1
Keynote Speakers .......................................................... 1
NIE Location Map ........................................................ 2
Preconference Institutes ............................................... 3
Conference Sessions
  Thursday ................................................................. 4
  Friday ................................................................. 11
  Saturday ............................................................... 23

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### Schedule at a Glance

**Thursday, 3 December**
- **07:00–09:00** Registration
- **08:00–12:00** Preconference Workshops (ticketed event)
- **12:00–13:00** Lunch at NIE Canteen
- **13:00–13:20** Opening Ceremony at LT1
- **13:20–14:20** Opening Keynote: Anne Burns at LT1
- **14:30–15:00** Concurrent Sessions
- **15:10–15:40** Concurrent Sessions
- **15:50–16:10** Coffee Break at NIE Canteen
- **16:20–16:50** Concurrent Sessions
- **17:00–17:30** Concurrent Sessions
- **17:30–19:00** Networking Reception at NIE Canteen

**Friday, 4 December**
- **07:00–09:00** Registration
- **09:00–10:00** Morning Keynote: Christine Goh at LT1
- **10:10–10:40** Concurrent Sessions
- **10:50–11:10** Coffee Break at NIE Canteen
- **11:10–11:40** Concurrent Sessions
- **11:50–12:20** Concurrent Sessions
- **12:30–13:30** Lunch at NIE Canteen
- **13:40–14:10** Concurrent Sessions
- **14:20–14:50** Concurrent Sessions
- **15:00–15:30** Coffee Break at NIE Canteen
- **15:40–16:10** Concurrent Sessions
- **16:20–16:50** Concurrent Sessions

**Saturday, 5 December**
- **07:00–09:00** Registration
- **08:45–09:30** Invited Speaker Session: Andy Curtis at TR703
- **09:00–09:30** Concurrent Sessions
- **09:40–10:10** Concurrent Sessions

### Keynote Speakers

#### Opening Ceremony
- **Thursday, 3 December**
  - **13:00–13:20** LT1

#### Opening Keynote
- **Thursday, 3 December**
  - **13:20–14:20** LT1

**Teacher Tales: Context-Embedded Second Language Teacher Professional Development**

**Anne Burns**

To be effective, teacher professional development should be linked to, and embedded within, the contexts in which teachers work. In this presentation, I explore the idea of context-embedded teacher development and draw on teachers’ tales about how their own classrooms have provided the impetus for profound professional insights.

**Anne Burns** is professor of TESOL at the University of New South Wales, Sydney, Australia, and professor emerita in language education at Aston University, Birmingham, England. She has worked with many teachers internationally and has published extensively. She is known for her work in teacher education and action research.
Professional Development for Teachers of 21st Century English Language Learners

Christine C. M. Goh

Professional development for teachers is a critical factor in ensuring excellence in language instruction. Professional development activities allow teachers much needed time and space to reflect on their teaching and to learn new skills and knowledge. In this keynote, I will discuss conditions essential for quality professional learning and suggest areas of learning that teachers preparing English learners for the 21st century would need to focus on.

Christine Goh is 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 is interested in the role of metacognition in language learning, as well as speaking and listening development and its relationship with language, literacy, and thinking development. She has published extensively in these areas.

The Presence of the Teacher: Achieving Excellence in Writing Instruction

Paul Kei Matsuda

This keynote will explore the not-so-obvious role of the teacher in achieving excellence in language instruction, focusing on writing instruction as an example. Drawing on both research and experience, I explain the importance of teacher presence and how it can contribute to language and writing development.

Paul Kei Matsuda is professor of English and director of second language writing at Arizona State University in Tucson, and concurrent professor at Nanjing University, Nanjing, China. The Founding Chair of the Symposium on Second Language Writing, he currently serves as the first Vice-President and President-elect of the American Association of Applied Linguistics.
Preconference Institutes

TESOL will host six preconference institutes on Thursday, 3 December for participants who wish to dive deeper into content that affects their day-to-day practice. Please see the registration desk to check availability of tickets for these workshops.

PCI 1 Exploring Your Classroom: Reflecting Through Second Language Teacher Action Research

Are you interested in doing action research? This workshop will provide you with some steps to get you started. You will have opportunities to share your ideas about language teaching and learning with other teachers and develop some new ways to understand what goes on in your classroom.

**WORKSHOP LEADER:** Anne Burns

**TARGET AUDIENCE:** Teachers, teacher educators, beginning researchers

PCI 2 Understanding the Role of Metacognition in Language Instruction and Learning

Language learners, in particular adult learners, have a great capacity for self-directed learning. This workshop examines the importance of metacognition for language learning. It invites you to consider how you can develop learners’ capacity for self-directed learning through a metacognitive approach by experiencing metacognitive activities that you can use with your own students.

**WORKSHOP LEADER:** Christine C. M. Goh

**TARGET AUDIENCE:** Teachers of adult and young learners who would like to plan age-appropriate metacognitive activities for scaffolding self-directed learning in a theoretically principled and practical manner

PCI 3 A Writing Workshop for Teachers

To teach writing well, the teacher must also be a writer. In this workshop, you will experience the process of writing while also reflecting on the nature of writing, writing instruction, and writing development.

**WORKSHOP LEADER:** Paul Kei Matsuda

**TARGET AUDIENCE:** High school and college English teachers who wish to implement effective writing projects

PCI 4 Language Testing: Issues and Concerns for Classroom Practices

The workshop begins by asking fundamental questions about test purposes, specification, and elicitation techniques. Alternatives of assessment such as rubrics, portfolios, and journals are then considered, followed by a look into social factors that could contribute to test development. Finally, feasible ideas in assessment are explored for research purposes.

**WORKSHOP LEADER:** Fuad Abdul Hamied

**TARGET AUDIENCE:** Graduate students in TESOL/TEFL and school teachers

PCI 5 Building Our Own Learning Culture: ASEAN Teachers as Reflective Learners

Given classroom’s cultural and time constraints, reflective practice may yield little change. This workshop draws on data and extensive teacher education experience to suggest incremental techniques and reflective skills for change. We will reflect on classroom interaction and experience engagement that can transfer to classroom learning.

**WORKSHOP LEADER:** Stephen J. Hall

**TARGET AUDIENCE:** Secondary/upper primary teachers, pre-university intensive English teachers, and teacher educators

PCI 6 Self-Directed Professional Development in the Digital Era

Professional development programs (PDP) with lasting impact are context-driven and self-directed. Information technology (IT) can be used to create, manage, and sustain teachers’ self-directed PDPs. Additionally, technology supports extended learning through communities of practices (COP). This workshop provides a framework for conducting self-directed PDP in individual and collaborative learning with IT applications.

**WORKSHOP LEADER:** Suchada Nimmannit

**TARGET AUDIENCE:** All educators interested in using information technology for professional development
Conference Sessions

Thursday, 3 December

**Blended Teaching and Learning Practices in a Teacher Training Program**

**TECHNOLOGY & BLENDED LEARNING**

**PRESENTER:**
Ista Maharsi, Universitas Islam Indonesia, Indonesia

This paper investigates micro teaching practices that require students to teach using both offline and online teaching modes. Twelve student participants were involved in this study. Data were collected from observations, reflective notes, and focus group discussions.

**Thursday, 3 December**  
14:30–15:00  
TR503

**Teaching L2 Email Requests: The Role of Corrective Feedback**

**ENGLISH LANGUAGE TEACHING METHODOLOGY**

**PRESENTERS:**
Minh Nguyen, National Institute of Education, Singapore  
Ha Do, University of Languages and International Studies, Vietnam  
Thuy Pham, University of Languages and International Studies, Vietnam  
Tuan-Anh Nguyen, University of Languages and International Studies, Vietnam

The study discussed examines the relative effectiveness of three types of written corrective feedback (meta-pragmatic feedback, direct-only feedback, and direct-plus meta-pragmatic feedback) on teaching polite email requests addressing professors in the academic context. Findings indicate the differential effects of the different feedback types on L2 pragmatic production and awareness.

**Thursday, 3 December**  
14:30–15:00  
TR506

**Responses of Chinese and Japanese English Learners in Interview Questions**

**ENHANCING TEACHER KNOWLEDGE & SKILLS**

**PRESENTER:**
Tomoko Kaneko, Showa Women’s University, Japan

This session compares discourse patterns of interviewers’ questions and the interviewees’ responses in the Louvain International Database of Spoken English Interlanguage Chinese and Japanese subcorpora. Although some differences were found in the frequency of different question forms, nonfact questions elicited the best responses in both corpora.

**Thursday, 3 December**  
14:30–15:00  
TR701

**Reflecting the Effectiveness of Electronic Feedback**

**INNOVATION IN LANGUAGE TEACHING & LEARNING**

**PRESENTERS:**
Aziah McNamara, Kansas State University, USA  
Sophia Jin, University of California Davis, USA

This presentation explores practical techniques and methods in providing feedback to ESL students in a computer-mediated learning environment. Connecting feedback to previous and follow-up instructions is critical to engaging learners and ensuring continuity of the language content.

**Thursday, 3 December**  
14:30–15:00  
TR702

**Innovative Strategies to Support Academic Listening and Note-Taking**

**INNOVATION IN LANGUAGE TEACHING & LEARNING**

**PRESENTERS:**
Rebecca Valdovinos, George Fox University, USA  
Kara Sappington, Clark Community College, USA

This workshop incorporates a video lecture on multiple intelligence while introducing academic note-taking skills using content-embedded materials including media and academic articles. At the end of the session, participants will have a list of recommended resources and be able to develop a comprehensive listening lesson.

**Thursday, 3 December**  
14:30–15:00  
TR703

Dörnyei (2001) devised 35 motivational strategies for language teachers to use in their classrooms. In this presentation, participants are introduced to ways in which the strategies may be utilized as a framework for reflecting on classroom practices as well as developing activities that enhance student motivation.
Thursday, 3 December \hspace{1cm} 14:30–15:00 \hspace{1cm} TR705

EFL Teachers’ Perceptions and Practices of Blended Learning
TECHNOLOGY & BLENDED LEARNING

PRESENTER:
Tue Hoang, Hanoi University of Industry, Vietnam

The study discussed employs constructivist theories to investigate EFL teachers’ perceptions and practices of blended learning in a Vietnamese university. Findings demonstrate teachers’ limited understanding and use of blended learning potential to support learning, and suggest providing teachers with professional development and favourable working conditions to facilitate blended learning implementation.

Thursday, 3 December \hspace{1cm} 14:30–15:00 \hspace{1cm} TR706

Workshops to Promote Positive Attitudes Toward World Englishes
WORLD ENGLISHES

PRESENTER:
Hyejeong Ahn, Monash University, Australia

Through an investigation into South Korean English teachers’ awareness of and attitudes toward World Englishes, the study discussed argues that teacher education workshops, informed by perspectives from World Englishes, should be introduced as the first step in developing an awareness of and positive attitudes toward World Englishes.

Thursday, 3 December \hspace{1cm} 15:10–15:40 \hspace{1cm} TR503

Implementing After-Hour English Lessons for At-Risk Students
ENGLISH FOR SPECIFIC PURPOSES

PRESENTERS:
Chanisara Tangkijmongkol, Chulalongkorn University, Thailand
Punchalee Wasanasomsithi, Chulalongkorn University, Thailand

This presentation aims to discuss implementation of after-hour and weekend language lessons developed based on a needs analysis for at-risk students from the largest slum in Bangkok, Thailand. A 30-hour English course is presented with actual sample lessons and activities, together with discussion of trials and errors.

Thursday, 3 December \hspace{1cm} 15:10–15:40 \hspace{1cm} TR504

To Tablet or Not: Adoption of Cutting-Edge Innovation in EFL
TECHNOLOGY & BLENDED LEARNING

PRESENTERS:
Brian Teaman, Osaka Jogakuin University, Japan
Tamara Swenson, Osaka Jogakuin University, Japan

The case study discussed looks at a Japanese University’s adoption of technology in EFL from the perspective of administrators, teachers, and students. The administration is clearly innovative, whereas students and teachers range considerably. Conclusions are drawn about the value of new technology and how to implement it.

Thursday, 3 December \hspace{1cm} 15:10–15:40 \hspace{1cm} TR505

Integrating Critical Thinking Instruction Into a Tertiary EFL Writing Course
ENGLISH LANGUAGE TEACHING METHODOLOGY

PRESENTERS:
Dan Lu, Northeast Normal University, China

The study discussed investigated the effect of integrating the framework of the International Critical Thinking Reading & Writing Test into the instruction of a foreign language argumentative writing course on students’ improvement in skills in critical thinking and writing of argumentative essays.

Thursday, 3 December \hspace{1cm} 15:10–15:40 \hspace{1cm} TR506

Assessment for Learning Practices in EFL Classrooms
ENGLISH LANGUAGE TEACHING METHODOLOGY

PRESENTER:
Duyen Tran, Hanoi University of Industry, Vietnam

The study discussed employs a sociocultural perspective of learning and Assessment for Learning (AFL) principles to investigate the integration of AFL in current pedagogical practices by six teachers at two Vietnamese universities. Findings identify currently-embedded AFL practices and provide practical suggestions for utilising the potential of assessment for English language learning.
Thursday, 3 December

Through the Looking Glass: Reflections on ASEAN
Reflective Practice
ENHANCING TEACHER KNOWLEDGE & SKILLS
PRESENTER:
Stephen Hall, Sunway University, Malaysia
Reflective practice needs to link to changes in interaction, and steps for doing this are often underdescribed. This session integrates ASEAN classroom research with practical methods for during and after teaching self-driven change. Learning from the inner voice and from what is seen to work underpin this presentation.

How Do We Get Students to Speak?: UT Turkish Program
ENGLISH LANGUAGE TEACHING METHODOLOGY
PRESENTER:
Nihan Yilmaz, University of Texas, USA
Communicative language teaching (CLT) has good implications in terms of speaking. In this session, the presenter humbly presents implications for the implementation of CLT into language teaching. The session also includes some CLT sample activities, techniques in grading, and tips in classroom management.

Student Awareness of the Expectations of Others about
EFL Learning
INNOVATION IN LANGUAGE TEACHING & LEARNING
PRESENTER:
Richard Sampson, Gunma University, Japan
This presentation describes an ongoing longitudinal study qualitatively exploring perceptions held by undergraduate Japanese students of expectations about EFL learning from significant others or society. Participants gain insights into these perceptions and experience self-reflective activities that assist learners in becoming aware of motivational influences from expectations of others.

Teacher Autonomy and Coordination in Japanese and
U.S. ESOL Programs
LANGUAGE CURRICULUM DEVELOPMENT
PRESENTER:
Caleb Prichard, Okayama University, Japan
Program coordination can maximize learning outcomes by ensuring that instruction is effective and that different courses complement each other. On the other hand, teaching autonomy allows for teachers to adapt to student needs and one’s teaching strengths. This session presents levels of autonomy and coordination in Japanese and U.S. programs.

Linguistic Energy Theory Applied to English Pronunciation
TEACHER EDUCATION
PRESENTER:
Boaz Choi, Mongolia International University, Mongolia
The purpose of this paper is to introduce a novel linguistic theory, linguistic energy theory, in order to assist students/teachers to learn or teach English pronunciation accurately. The newly formulated concept of linguistic energy can enhance the efficiency of the English education, especially in Asia, due to its closer relevance.

Language Learner Literature and Identity
WORLD ENGLISHES
PRESENTERS:
Melanie Gobert, Higher Colleges of Technology, United Arab Emirates
Helene Demirci, Higher Colleges of Technology, United Arab Emirates
Most language learner literature available is from and about English and American culture, although there are some exceptions. This presentation shares a study on identity development in which students read short stories and nonfiction books in graded language from and about their own culture.
**Hedging and Boosting in Research Articles: Disciplinary and Paradigmatic Influences**

**ENGLISH FOR SPECIFIC PURPOSES**

**PRESENTER:**
Feng Cao, National University of Singapore, Singapore

This session presents a study designed to investigate whether there are differences in the use of hedges and boosters in quantitative, qualitative, and mixed-methods research articles across the disciplines of applied linguistics, education, and psychology.

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**Using Essays to Enhance Critical Thinking Skills Among EFL Students**

**ENGLISH LANGUAGE TEACHING METHODOLOGY**

**PRESENTER:**
Cheena Fujioka, University of Marketing and Distribution Sciences, Japan

This presentation is on the use of selected essays on America and Japan, and poems for teaching University level EFL in Japan. The actual teaching procedures using several activities and assigned tasks and the results of a detailed class survey conducted at the end of the year are presented.

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**Effectiveness of Self-Regulated Learning in Speech Training**

**ENGLISH LANGUAGE TEACHING METHODOLOGY**

**PRESENTER:**
Masaki Makino, Kinki University, Japan

The study discussed verified the effectiveness of self-regulated learning in speech training for Japanese university students. The students underwent six speech training sessions with a cellphone camera. They reflected on their performance by watching the footage and considered a remedy. As a result, the students’ performances improved significantly.

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**Teaching English Through (Auto)biographical Writing Projects**

**ENGLISH LANGUAGE TEACHING METHODOLOGY**

**PRESENTERS:**
Shizhou Yang, Yunnan Minzu University, China
Mary Jane Curry, Retired

Drawing on a teacher’s action research on the use of (auto) biographical writing projects in China, this presentation illustrates that life-oriented L2 literacy practice may open up a potential space for learners to engage in rich understandings of self and other as manifested through their texts and reflections.

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**Teaching Effective Listening Skills: Connected Speech and Nonstandard Stress**

**ENHANCING TEACHER KNOWLEDGE & SKILLS**

**PRESENTERS:**
Jennifer Lacroix, Boston University, USA
Marnie Reed, Boston University, USA

The pilot study discussed investigated instruction on learner beliefs and skills in the processing of aural input in L2 learners of English at the metacognitive and procedural levels. Training in English connected speech, nonstandard sentence stress, and fall/rise pitch contours improved listening comprehension for utterance content and speaker intent.
Enhancing ESL Learners’ Ideal Self Through Material Design
ENGLISH LANGUAGE TEACHING METHODOLOGY
PRESENTERS:
Amal Al Abri, Ibri College of Technology, Oman
Beatrix Henkel, Ibri College of Technology, Oman

According to recent empirical studies, learners’ ideal self was found to be one of the key elements of L2 motivation. Material design techniques can maintain and develop that vision of their future self if applied effectively. This presentation introduces those techniques alongside innovative, piloted ESL writing materials.

Analyzing Classroom Interactions: Students’ Use of LMS with iPads
INNOVATION IN LANGUAGE TEACHING & LEARNING
PRESENTERS:
Makoto Shishido, Tokyo Denki University, Japan
Chizuko Aiba, Tokyo Denki University, Japan
Jason Barrows, Tokyo Denki University, Japan

Active learning through iPads with the LMS has garnered attention in Japanese university EFL classrooms with the creation of innovative classroom materials, activities, and quizzes. Learners’ interactions with and without iPads have been analyzed and compared using wearable cameras. Changes in learners’ behaviors are discussed in conjunction with future possibilities.

Incorporating Reflective Practice in an Academic Writing Course
ENGLISH LANGUAGE TEACHING METHODOLOGY
PRESENTER:
Anita Hadiyanto, Satya Wacana Christian University, Indonesia

The study investigates students’ perceptions toward reflective practice done in Academic Writing course. The finding shows that only a few students could take advantage from the reflective practice. Although they could identify their problems, they were still struggling to revise them. By having this awareness, course improvement can be offered.

Gender Roles and Representations of e-Textbooks for Junior High School
MULTICULTURAL EDUCATION
PRESENTER:
Carla Sih Prabandari, Sanata Dharma University, Indonesia

The research discussed observed whether the English e-textbooks for junior high school in Indonesia published by the Department of National Education addressed gender roles and representations impartially. Qualitative content analysis methodology was used to analyze the visual images used as illustrations of the e-textbooks.

Blending Task-Based Instruction in English for Academic Purposes
TECHNOLOGY & BLENDED LEARNING
PRESENTER:
Robert Ongcoy, The Royal Melbourne Institute of Technology in Vietnam, Vietnam

Blended learning, in particular flipped classrooms, is piquing interest for university language programs. Is it feasible with a fixed curriculum and time constraints? Attendees gain an awareness of how careful task selection and online tools can be used to shift time, maximise learning, and foster learner autonomy.

Displacing NES-NNES Dichotomy in ELT
WORLD ENGLISHES
PRESENTER:
Masaki Oda, Tamagawa University, Japan

This presentation reports on the reform of an English language program at a Japanese university that challenged the NES-NNES dichotomy prevailing in ELT. The presenter argues that the NES-NNES dichotomy is not important in EFL contexts in Asia, where many learners are learning English for international communication.
Supporting Language Acquisition Through Lesson Design and Instructional Delivery

**ENGLISH LANGUAGE TEACHING METHODOLOGY**

**PRESENTERS:**
Andrea Morris, American International School Chennai, India
Paula Peters-Frampton, American International School Chennai, India

Lesson design and instructional delivery that incorporates and uses language-based strategies provide a way to engage ELLs and make content-area instruction more comprehensible. Through discussion and active involvement, workshop participants discover ways to increase academic discourse and improve metacognition while expanding productive and receptive language skills.

Assessment Not Grading: The Why and How of Alternative Assessments

**ASSESSMENT OF LANGUAGE SKILLS & COMPETENCIES**

**PRESENTER:**
John Jordan, Alfaisal University, Saudi Arabia

How can teachers best assess whether their lesson objectives are being met? An alternative assessment can subjectively and qualitatively—but still effectively—assess learners’ progress, rather than traditional tests or quizzes. This can lead to greater self-reflection and improvement of future lesson plans. Alternative assessments for different competencies are discussed.

English Relativization Instruction to Chinese ESL Learners

**ENGLISH LANGUAGE TEACHING METHODOLOGY**

**PRESENTER:**
Hsiu-yu Chu, Ming Chi University of Technology, Taiwan

Based on a previous study on Chinese ESL learners’ relative clause errors, this session proposes a set of strategies and activities for teaching English relativization to Chinese native speakers. Generally, the instruction should be explicit in clarifying L1 interference, and there are specific teaching goals for different levels.

Beyond the Gap Fill: Using Song in the EFL Classroom

**ENGLISH LANGUAGE TEACHING METHODOLOGY**

**PRESENTER:**
Nico Lorenzutti, Royal Melbourne Institute of Technology, Vietnam

A hands-on workshop of seven simple, effective, and engaging techniques that can be easily applied to a range of songs. All techniques incorporate active learning elements such as movement, prediction, and student-student interaction. The activities are suitable for young teen to adult learners, ranging from low intermediate to advanced levels.

Foreign Language Anxiety: Teachers’ Perceptions, Attitudes, and Roles

**ENHANCING TEACHER KNOWLEDGE & SKILLS**

**PRESENTER:**
Shaden Attia, American University in Cairo, Egypt

This presentation discusses foreign language anxiety (FLA): how teachers perceive it and the effects of different activities and feedback strategies on it. The presentation helps in raising teachers’ awareness of FLA and discusses its effects on the learning and teaching environment.

Willingness to Communicate via The Contact Hypothesis

**ENGLISH LANGUAGE TEACHING METHODOLOGY**

**PRESENTER:**
Peter Edwards, Kansai Gaidai University, Japan

Teachers so often lament students not speaking English in English class. Allport’s 1954 Contact Hypothesis can still shed light on the ESL classroom. While many blame shyness and low communicative competence, loss of friendship potential among one’s peers may lie at the root of this often crippling and common problem.
Does Peer-Provided Error Feedback Help Improve Academic Writing?

**ENGLISH LANGUAGE TEACHING METHODOLOGY**

**PRESENTER:**
Thomas Nygren, Sunway University, Malaysia

Providing feedback on language errors in academic writing is time consuming and often seems ineffective. The study discussed compared two groups of university students, one of which received a specific form of peer-provided error feedback. By comparing outcomes between the two groups, the effectiveness of the feedback can be assessed.

Critically Engaging Students With Nonfiction in an EAP Classroom

**INNOVATION IN LANGUAGE TEACHING & LEARNING**

**PRESENTER:**
Stephanie Gollobin, Georgetown University, USA

This presentation offers classroom-tested templates for introducing intermediate adult students to the nonfiction reading skills crucial for academic success. Merging powerful true stories with field trips, primary sources, and writing projects, discover how you can foster acute content reading skills, critical interaction with texts, and a love of reading.

Redefining Rigor: ESL Beyond Academics for Refugee and SIFE Students

**LANGUAGE CURRICULUM DEVELOPMENT**

**PRESENTER:**
Jamie Metzgar, D’Youville College, USA

This session focuses on ESL curriculum designed specifically to meet the real-world needs of refugee students and students with interrupted formal education (SIFE) in refugee relocation cities throughout the United States. An activity extracted from a unit about banking and interest is demonstrated.

Designing Intensive Teacher Training Workshops

**TEACHER EDUCATION**

**PRESENTER:**
Tony Cripps, Nanzan University, Japan

This session explores the issue of providing support for English teachers in Japan through intensive teacher training workshops. The design and features of the workshops are outlined along with a summary of how additional support can be made available through an online teacher support center and practical teaching handbooks.

Blended Learning Approach to Teaching Writing: Using Email in the Classroom

**TECHNOLOGY & BLENDED LEARNING**

**PRESENTER:**
Romualdo Mabuan, Lyceum of the Philippines University, The Philippines

Using an inter-class email project, the study discussed explores the viability of using email via topical discussions among six writing classes of Filipino ESL learners in a private university in the Philippines. Positive findings from data drawn from student reflections and interviews provide pedagogical insights on using email in ESL writing classrooms.

Discovering Membership in a World Community of NNESTS

**WORLD ENGLISHES**

**PRESENTER:**
Parween Ebrahim, Bahrain Teachers College, Bahrain
Starr Ackley, Bahrain Teachers College, Bahrain

This session examines how World Englishes reshapes the pedagogical identity of Bahraini trainee and in-service teachers. World Englishes serves as a bridge to membership in a global community of ESL professionals and as a resource for enriching English education in the distinct linguistic environment of an Arabian Gulf country.
### Friday, 4 December

#### 10:10–10:40 TR503

**Make It Meaningful and Engaging From the Get-Go**

**ENGLISH LANGUAGE TEACHING METHODOLOGY**

**PRESENTER:**
Matthew Walker, Sookmyung Women’s University, Republic of Korea

Finding a balance between meaning-focused activities and grammar objectives in the curriculum is something teachers struggle with on a daily basis. This session helps teachers find ways to create an environment that is meaningful and engaging to the students at the beginning of the lesson.

#### 10:10–10:40 TR504

**Developing Learners’ Speech Production Through Student-Centered Active Learning**

**TECHNOLOGY & BLENDED LEARNING**

**PRESENTER:**
Kaine Gulozer, Yildiz Technical University, Turkey

The research discussed explores how EFL learners’ oral proficiency improved through the use of online mentoring, digital storytelling, and face-to-face speaking over a 4-week period. Eighty university students participated in the study, which utilized a quasi-experimental randomised pretest and posttest design. Results are summarized and implications for professional improvement are highlighted.

#### 10:10–10:40 TR505

**Creating Reading-Writing Connections: Strategies and Reflections**

**ENHANCING TEACHER KNOWLEDGE & SKILLS**

**PRESENTER:**
Kim Foong Loh, Sohar University, Oman

Writing is a highly valued skill which is stressed in higher education settings. This session explores whether explicit instruction of reading-writing connection strategies with reflection can impact students’ desire to write and their actual performance in a fourth-year professional writing class.

#### 10:10–10:40 TR506

**Fun Activities for Phonics Rules for Young Learners**

**ENGLISH LEARNING FOR YOUNG LEARNERS**

**PRESENTER:**
Aye Aye Myint, Yangon University, Myanmar

This workshop aims to introduce participants to the best teaching techniques for phonics rules. Phonics teaches children the sound-letter relationships that lead them to build long-term reading fluency. In this activity-based workshop, participants are exposed to a variety of fun and active lesson ideas.

#### 10:10–10:40 TR507

**Critical Thinking: Guiding Students in How to Think Systematically**

**ENHANCING TEACHER KNOWLEDGE & SKILLS**

**PRESENTER:**
Harlan Kellem, Kwansei Gakuin University, Japan

By teaching students how to think systematically, basic language skills, logical reasoning, and ways of expressing their points of view are enhanced. After understanding and working through the steps involved—information, connections, and communicating your point of view—students feel empowered to understand even difficult or nuanced texts.

#### 10:10–10:40 TR508

**Motivating and Engaging Students’ Learning in English Classrooms**

**TEACHER EDUCATION**

**PRESENTERS:**
Jutarat Vibulphol, Chulalongkorn University, Thailand
Jyrki Loima, Chulalongkorn University, Thailand

How are Thai students engaged and motivated in English classrooms when English skills are inevitable in this century? Findings from 12 classrooms around the country will be discussed in light of self-determination theory.
Teacher as Coinvestigator: An Autoethnographic Account of a CLIL Course

**INNOVATION IN LANGUAGE TEACHING & LEARNING**

**PRESENTER:**
Mark Brooke, *National University of Singapore, Singapore*

Content and language integrated instruction (CLIL) is reported to adopt traditional classroom pedagogies. However, the purpose of the phenomenological account discussed is to present a shift from teacher-centered practices to more innovative student-centered learning arrangements with tertiary lecturer as coinvestigator in the student research process.

Pecha Kucha: Reading, Writing, and Presenting

**INNOVATION IN LANGUAGE TEACHING & LEARNING**

**PRESENTER:**
Suzan Stamper, *Yew Chung Community College, Hong Kong*

Challenge students with Pecha Kucha! This presentation style combines PowerPoint (20 slides at an automatic 20-second pace) with good organization, timing, and creativity. In this session, the presenter introduces two Pecha Kucha assignments from academic reading and writing courses in a Hong Kong tertiary institution.

Analysis of Gender Representation in English Textbooks

**LANGUAGE CURRICULUM DEVELOPMENT**

**PRESENTERS:**
Fatma Hasan, *Texas A&M University at Qatar, Qatar*
Zohreh Esami, *Texas A&M University at Qatar, Qatar*
Radikha Viruru, *Texas A&M University at Qatar, Qatar*

This study examines the sixth-, seventh-, and eighth-grade English textbooks used in Jordan public middle schools. The three sets of textbooks show heavily biased ratio in the representation of male to female characters, and in their representation of female and male occupational as well as domestic roles.

Developing Lexical Competence in Preservice EFL Teachers

**TEACHER EDUCATION**

**PRESENTER:**
Cristián Sanhueza, *Santo Tomás University, Chile*

Research on vocabulary learning suggests lexical competence to be crucial for learners' proficiency level and even more so for future EFL teachers. The presenter reviews the relationship between lexical knowledge and vocabulary use and discusses, from research findings, the effects of appropriate college vocabulary instruction.

Adventure in a New Language: Narratives Can Inspire ESL Teachers

**TEACHER EDUCATION**

**PRESENTER:**
Xing Fang, *Macao Institute for Tourism Studies, Macau*

This session demonstrates how learners' stories may enable ESL teachers to discover critical issues in English teaching and learning through a narrative inquiry of a first generation immigrant's English languaging experience in Canada. It also examines the use of interview as a research instrument for narrative inquiry.

Turn Your Phones on, Please: Using Mobiles for Vocabulary Learning

**TECHNOLOGY & BLENDED LEARNING**

**PRESENTER:**
Silvia Vaccino-Salvadore, *Gulf University for Science and Technology, Kuwait*

The session examines the effectiveness of mobile technology to foster vocabulary learning and retention of Middle Eastern IEP students. The presentation entails an overview of the research methodology, a discussion of the results, and strategies for the inclusion of mobile learning into ESL vocabulary instruction.
Facilitating Workplace Communicative Competencies: An Inquiry-Based Proposal Communication Project
ENGLISH FOR SPECIFIC PURPOSES

PRESENTERS:
Radhika Jaidev, National University of Singapore, Singapore
Brad Blackstone, Singapore Institute of Technology, Singapore

This paper describes and evaluates an inquiry-based proposal communication project assigned within an elective course at the National University of Singapore. The project aimed to equip graduating students with the skills to adapt their language and communication styles to suit specific needs of audiences in particular workplace contexts.

Learning-Oriented Assessment in a Testing-Oriented Culture
ASSESSMENT OF LANGUAGE SKILLS & COMPETENCIES

PRESENTER:
Paul Wicking, Meijo University, Japan

Classroom assessment is not merely a tool for assigning grades but, when done well, assessment will increase motivation, build autonomy, and, importantly, improve learning outcomes. The presenter outlines theories of formative assessment and shows how you can adopt your assessment practice to be learning-oriented.

Variables in Writing Skills
ENGLISH LANGUAGE TEACHING METHODOLOGY

PRESENTER:
Minoo Asdjodi, Zayed University, United Arab Emirates

Writing instructors use feedback to help students to improve their writing skills. Although various types of feedback are used, there are other variables that affect the learning process. Learners’ background, context, and peer interaction are examples of such variables that can be decisive factors for the learning of writing skills.

Differentiated Instruction for Young Learners in Asia
ENGLISH LEARNING FOR YOUNG LEARNERS

PRESENTERS:
Donna Lim, Nanyang Technological University, Singapore
Kiren Kaur, Nanyang Technological University, Singapore

This session lends a practitioner eye to differentiated instruction (DI) for young learners in the EL classroom while balancing educational standards in an Asian context. With large classroom sizes and high-stakes assessments factored in, practical DI strategies are offered and discussed in the light of challenges in such a context.

Beyond Vocabulary: Grammar in Reading Comprehension
ENHANCING TEACHER KNOWLEDGE & SKILLS

PRESENTERS:
Chris Edwards, American University of Iraq, Sulaimani, Iraq
Zayne Amer, American University of Iraq, Sulaimani, Iraq

L2 reading students often focus their attention on vocabulary as the main source of their comprehension difficulties. In this practice-oriented session, the presenters demonstrate a comprehension repair strategy based on student knowledge of clause and phrase functions. This should be especially useful for teachers in preuniversity preparatory programs.

Turn-Taking and Silence During Open Class Discussion
ENHANCING TEACHER KNOWLEDGE & SKILLS

PRESENTER:
Michael Karas, University of Western Ontario, Canada

This presentation looks at student turn-taking during teacher-fronted open class discussions and how students use silence to enhance language learning when it is not their turn to speak. Student turn-taking preferences, silent learning strategies, and cultural considerations are all discussed.

Guided Study Groups: A Way to Support Classroom Learning
INNOVATION IN LANGUAGE TEACHING & LEARNING

PRESENTER:
Yvonne Loong, Chinese University of Hong Kong, Hong Kong

The presentation reports on how a guided study programme is implemented among students in an independent learning centre in Hong Kong, and how their levels of reflection and learning changed. Analysis of the content of students’ weekly reflective journals shows that their reflection deepened and out-of-class learning increased.
Independent English Writing in an Online Learning Community

INNOVATION IN LANGUAGE TEACHING & LEARNING

PRESENTER:
Eunice Tang, The Chinese University of Hong Kong, Hong Kong

This paper reports an 8-week online learning community (OLC) for the undergraduate students to improve their academic reading and writing skills. Poor participation and collaboration was observed during the process. Reasons for the unproductive experience and factors that could promote independent learning through OLC at higher education are discussed.

The Trends of Japanese Students Participating in Study Abroad Programmes

LANGUAGE CURRICULUM DEVELOPMENT

PRESENTER:
Mari Katori, Aomori Public University, Japan

The purpose of this research is to identify the trend, extent, and motivation of Japanese university students participating short-term study abroad programmes, such as in the USA, NZ, and the UK. Additionally, range of duration and content of study abroad placement in these institutions is compared and analyzed.

An Audience-Involvement Approach to Teaching EFL Presentation Skills

INNOVATION IN LANGUAGE TEACHING & LEARNING

PRESENTER:
Kevin Maher, University of Macau, Macau

Key aspects of this approach to teaching presentation skills include Vygotsky’s Zone of Proximal Development and Nation’s recycling of vocabulary. An audience-involvement approach includes modeling, observing, peer feedback, and student roles such as eye contact guru or uh-oh expert. Students are taught to work collaboratively throughout the EFL speech-giving process.

Flipping the EFL Academic Writing Classroom

TECHNOLOGY & BLENDED LEARNING

PRESENTERS:
Steven Kirk, University of Tokyo, Japan
David Casenove, University of Tokyo, Japan

Flipped learning has only recently been applied to EFL settings, and there is little data evaluating its effectiveness for students. The presenters show how flipped learning can be applied to EFL academic writing, and present the results of research evaluating its actual impact on students.

Using Journals to Encourage and Assess Participation

ASSESSMENT OF LANGUAGE SKILLS & COMPETENCIES

PRESENTER:
Ramon Mislang, Tokyo International University, Japan

Participation is an expectation in many classrooms. However, implementing a system that effectively, efficiently, and equitably assesses participation is challenging. A clearly defined system that regularly informs learners of desired participation behavior is needed. This session will explore how journals can be used to encourage and assess classroom participation.

Move, Learn, Discover: Total Physical Response Strategies for ELT

ENGLISH LANGUAGE TEACHING METHODOLOGY

PRESENTERS:
Maureen Manning, Fitchburg State University, USA
Kimberly Shaver-Hood, Wareham Public Schools, USA

Brain research indicates the powerful correlation between body and mind, signifying the symbiotic relationship between movement and learning. The total physical response method combines information and skills through the kinesthetic sensory system. This interactive presentation demonstrates techniques that improve perceptual skills, verbal and mathematic tests, and academic readiness for ELLs.
Friday, 4 December 11:50–12:20  TR506

**Negotiating Language Development and Interaction**
**ENGLISH LEARNING FOR YOUNG LEARNERS**

**PRESENTERS:**
Elva Mellor, Chula Vista School District, USA  
Maria Ramirez, University of Nevada, Las Vegas, USA  
Rosalba Ponce, Chula Vista School District, USA

Language learning through the senses helps students communicate, collaborate, cooperate, and work creatively. Observe engaging ways to guide students in using all four skills—listening, speaking, reading, and writing—while working with different types of apples. Video clips and student work will be shown. Participants receive lesson formats.

Friday, 4 December 11:50–12:20  TR507

**Reaping the Rewards of Reflecting**
**ENHANCING TEACHER KNOWLEDGE & SKILLS**

**PRESENTER:**
Sheri Henderson, Ras Al Khaimah Men’s College - HCT, United Arab Emirates

Reflecting may be a new concept for many ELLs, but through the use of reflective tasks—written and spoken, traditional and digital—students can learn to appreciate and evaluate their work realistically and authentically so they can use their prior learning experiences for future success.

Friday, 4 December 11:50–12:20  TR508

**Developing a Free Online Reading Resource for Teachers and Learners**
**ENHANCING TEACHER KNOWLEDGE & SKILLS**

**PRESENTER:**
Neil Millington, University of Nagasaki, Japan

This presentation describes efforts to develop a free website for learners of all different levels to practice and improve their reading, listening, and vocabulary skills. The presenter shows how teachers around the world can use the site as a free resource in their classrooms.

Friday, 4 December 11:50–12:20  TR701

**Toward Student-Centered Language Teaching in Higher Education in Pakistan**
**INNOVATION IN LANGUAGE TEACHING & LEARNING**

**PRESENTERS:**
Imdad Ullah, University of Swat, Pakistan  
Kamal Muhammad, University of Swat, Pakistan

Transforming English Language Skills (TELS) modules are based on a comprehensive needs analysis study in 2012, conducted by the Open University (UK) in 26 universities in Pakistan. Supported by the British Council and the Higher Education Commission of Pakistan (HEC).

Friday, 4 December 11:50–12:20  TR702

**Image, Text, and Story: Using Graphic Novels in the Classroom**
**INNOVATION IN LANGUAGE TEACHING & LEARNING**

**PRESENTER:**
Tulika Kakkar, Regional Institute of English, India

The evolution of graphic novels has opened up new avenues of teaching and learning. This resourceful medium allows greater flexibility in dealing with various learners and learning styles. Its effective implementation in a classroom can motivate learners, accelerate the learning process, and remove the tedium of textbooks.

Friday, 4 December 11:50–12:20  TR703

**Why Students Like Us: Researching Affinity-Seeking Measures in Classrooms**
**MULTICULTURAL EDUCATION**

**PRESENTER:**
Tim Cornwall, Chulalongkorn University, Thailand

Studied extensively in the U.S. undergraduate environment and to some extent in other cultures, affinity-seeking measures range from smiling at students to calling them by name. This workshop examines the various measures, discusses how they may be seen in other cultures, and reviews results from an ongoing multicultural project.

Friday, 4 December 11:50–12:20  TR704

**Enhancing Teachers’ Knowledge of Speech Act Theory and Communicative Competence**
**ENHANCING TEACHER KNOWLEDGE & SKILLS**

**PRESENTER:**
Benny Lee, SIM University, Singapore

This session investigates trainee teachers’ understanding of speech act (SA) theory. These teachers work in small groups to role-play a meeting between teachers and their principal. An analysis of the video recording illustrates the complex interplay of the teachers’ grasp of SA theory, and their communicative and multimodality competence.
Friday, 4 December

Using Presentation Software to Promote Cooperation, Engagement, and Speaking Skills
TECHNOLOGY & BLENDED LEARNING
PRESENTER:
Thomas E. Bieri, Nanzan University, Japan
This presentation describes a project in which groups of students learned to use presentation software, created a presentation using it, and then individually presented an evaluation and demonstration to other students. Students were engaged in an authentic, communicative task that improved their skills in both language and technology use.

Enhancing Learning Through Effective Feedback in Academic English
ENHANCING TEACHER KNOWLEDGE & SKILLS
PRESENTER:
Julie Bird, Royal Melbourne Institute of Technology in Vietnam, Vietnam
The provision of ongoing, consistent, and meaningful feedback is crucial to student learning, but can be a challenge for educators. This session explores theoretical principles of effective feedback and practical approaches to its provision. The presenters share suggestions for using traditional and technology-enhanced modes of feedback in EAP.

Academic Listening: What EFL Learners Learned From an EAP Course
ENGLISH FOR SPECIFIC PURPOSES
PRESENTER:
Kanae Murayama, Nagoya University, Japan
This presentation introduces a case study of how first-year EFL university students (n = 90) reflected on their academic listening skills in an EAP course. Specifically, what sort of academic listening techniques the students found useful and how the students evaluate their note-taking strategies are focused on in this study.

Practicality and Applicability of Conceptual Metaphors in Teaching Phrasal Verbs
ENGLISH LANGUAGE TEACHING METHODOLOGY
PRESENTER:
Trung Dung Dang, The Diplomatic Academy of Vietnam, Vietnam
Phrasal verbs confuse learners and pose challenges for learners’ proficiency. This session focuses on the practicality and applicability of employing conceptual metaphors in the teaching of English phrasal verbs in an EFL context. The presenters then suggests some pedagogical implications for teaching and learning phrasal verbs.

Teaching Situated Expository Writing Tasks Through Profile Crafting
ENGLISH LANGUAGE TEACHING METHODOLOGY
PRESENTERS:
Wan Qin Jessie Ng, Nan Chiau High School, Singapore
Chee Ai Elaine Wong, Nan Chiau High School, Singapore
Writing tasks situated in a social context help to direct students’ thinking during writing to the norms that influence the target readers’ response to writing. The presenters propose the use of audience profiling as a tool to teach junior high students expository writing through situated writing tasks.

Teaching Listening to Young Learners
ENGLISH LEARNING FOR YOUNG LEARNERS
PRESENTER:
Kiren Kaur, Nanyang Technological University, Singapore
This session attempts to highlight the importance of teaching listening to young language learners by reporting on their strategy use in listening comprehension. Similarities and differences between proficient and less proficient listeners are discussed alongside strategies that can be used to enhance the listening abilities in young learners.
Reconceptualising 21st-Century English Language Learning Practices and Pedagogies

**ENHANCING TEACHER KNOWLEDGE & SKILLS**

**PRESENTER:**
Sirinut Sawatdeenarunat, National University of Singapore, Singapore

As the use of web-based research becomes common practice in English classrooms, teachers need to shift their teaching parameters to reflect these 21st century practices. Drawing on a multiliteracies framework, this presentation aims to reconceptualise English language pedagogies specific to the context of ELT in Asia.

Creating Sustainable Teacher Training Programmes in the Egyptian Delta Region

**ENHANCING TEACHER KNOWLEDGE & SKILLS**

**PRESENTER:**
Mohamed Elzoghby, Ministry of Education, Egypt

This interactive session shows how, with the support of the BC, the presenter sets up ongoing teacher development in a rural area in Egypt. He discusses how to design, implement, and measure the success of low budget training workshops, which inspire teachers to become responsible for their own development.

Outlining: Making Students Achieve Paragraph Unity in Expository Writing

**INNOVATION IN LANGUAGE TEACHING & LEARNING**

**PRESENTER:**
Jomar Morena, Ateneo de Manila University, The Philippines

This session aims to describe how students from a private college produce a well-written paragraph of an expository text achieving paragraph unity through outlining. Two sets of compositions are analyzed. From the results, one effective way in achieving paragraph unity is by outlining.

American Sign Language as a Bridge to English

**INNOVATION IN LANGUAGE TEACHING & LEARNING**

**PRESENTER:**
Vicky Allen, Higher Colleges of Technology, United Arab Emirates

Students with various learning styles populate all classrooms, and this session explores using American Sign Language (ASL) as a tool to help EFL teachers enhance the teaching of English for all learners. Participants learn 15 ASL classroom management signs to immediately use successfully in their own teaching environment.

Predicting TOEIC Scores: Friendly-Internationalism vs Ideal L2 Self

**LANGUAGE CURRICULUM DEVELOPMENT**

**PRESENTER:**
Neil McClelland, University of Kitakyushu, Japan

The study discussed set out to investigate the relationship between self-reports of motivational orientation and eventual proficiency scores in an entire cohort of Japanese university students studying EFL. In conclusion, it was found that a friendly-internationalism dimension served as the best predictor of TOEIC scores measured over 2 years.

Keeping the Promises We Make: Reconsidering Standards in Teacher Education

**TEACHER EDUCATION**

**PRESENTER:**
Gabriel Diaz Maggioli, National Teacher Education College, Uruguay

Standards for teacher education are ubiquitous in the field of TESOL. However, how these standards are worded and the impact they actually have in the promotion of enhanced teacher quality are still contentious issues. In this presentation, the presenters explore how standards may contribute best to improving teacher education.
**Friday, 4 December (continued)**

**Tell Me More: An Autonomous Creative Opportunity for Teaching Pronunciation**
**TECHNOLOGY & BLENDED LEARNING**

**PRESENTER:**
Kariman Mohsen, *Canadian International College, Egypt*

Tell Me More is a guiding program for teaching English pronunciation. It is an autonomous one that helps students to learn and acquire correct pronunciation. During this session, the presenter shares this new idea that encourages students to improve their pronunciation.

**Information Literacy in EAP Courses**
**ENGLISH FOR SPECIFIC PURPOSES**

**PRESENTER:**
Susan Kelly, *Clark University China, China*

In the age of Google, students have never had easier access to information. However, many ELLs lack information literacy skills that allow them to strategically search, judge, or utilize the best information. This session offers ideas and discussion on how to teach better library and Internet skills to ELLs.

**A Checklist for IELTS Academic Writing Task 1**
**ASSESSMENT OF LANGUAGE SKILLS & COMPETENCIES**

**PRESENTER:**
Rory O’Kane, *The Petroleum Institute, United Arab Emirates*

Many IELTS test takers, despite good levels of written English, achieve low performances in Academic Writing Task 1. The presenter demonstrates how using a peer checklist can help raise awareness of strategies needed to achieve a band 6 or higher. Intended audience: teachers of IELTS Academic test takers.

**How to Design English Language Tests to Evaluate Student Performance**
**ASSESSMENT OF LANGUAGE SKILLS & COMPETENCIES**

**PRESENTER:**
Dan Sloan, *U.S. Department of State, English Language Programs, China*

This workshop focuses on how to design English language tests. Participants learn methods of new design, adaptation, and development. Plan, administer, and evaluate student performance while providing timely individualized feedback. The importance of formative and summative test designs has grown substantially, emphasizing new pedagogies, alternative assessments, and technology.

**Stories That Change Our Lives**
**ENGLISH LANGUAGE TEACHING METHODOLOGY**

**PRESENTER:**
Norma Gorham, *Arizona State University, USA*

Stories are about empowering us through the events of our lives that define us. Using the Story Corp project as a model, we developed a culminating project that integrated reading, writing, listening, speaking, and grammar with technology to record and edit personal stories.

**Teenagers in the Driver’s Seat of Their EFL Classroom**
**ENGLISH LEARNING FOR YOUNG LEARNERS**

**PRESENTER:**
Lia Testa Teismann, *British Council, Singapore*

No learning takes place in teenage classrooms without motivation. This session shows how involving students in decisions around content and class activities makes lesson goals relevant and achievable and increases interest in lessons. Stakeholding positions appeal to teens’ need for ownership over goals and create intrinsic motivation.
Cloud-Computing and Corpus-Based Online Writing: An Empirical Study

INNOVATION IN LANGUAGE TEACHING & LEARNING

PRESENTER:
Cuiping Song, Beifang University of Nationalities, China

This session is based on an empirical study of cloud-computing and corpus-based online writing which has been conducted for 2 years with 200 moderate-level participants. It aims to analyze and investigate the students’ writing competence syntactically and semantically as well as the validity and reliability of the feedbacks.

Misuse Analysis of Japanese EFL College Students’ Reading Comprehension

CATEGORY TK?

PRESENTERS:
Naomi Ono, Seikei University, Japan
Chika Hayashi, Seikei University, Japan

This study explores what factors prevent Japanese EFL college students from understanding texts in English. The results of the qualitative analysis of their reading reveal that lack of their knowledge about the letters and sounds of the words causes their difficulty in reading. The presenters argue about effective reading instructions.

Investigating the Application of Automated Writing Instructional Tools to English Language Learners

INNOVATION IN LANGUAGE TEACHING & LEARNING

PRESENTER:
Sha Liu, China West Normal University, China

The study discussed investigated the application of WriteToLearn to Chinese undergraduate English majors. Relative to trained human raters, WriteToLearn was more consistent but highly stringent, and failed to score seven essays. It had difficulty identifying the errors made by the subjects in the use of articles, prepositions, and word choice.

Developing a Teacher Learning Community to Support Classroom Change

INNOVATION IN LANGUAGE TEACHING & LEARNING

PRESENTER:
Nha Vu, Vietnam National University, Vietnam

Drawing on the communities-of-practice theory, this session discusses theoretical and practical issues of developing a teacher learning community in a Vietnamese university. It will provide a theoretical model and implementational tools for managers and teachers to create sound sharing and reflecting opportunities to improve their teaching practices.

Supporting Learning-Oriented Assessment in Writing Instruction With Online Video

ASSESSMENT OF LANGUAGE SKILLS & COMPETENCIES

PRESENTER:
Phillip Smythe, University of Hong Kong, Hong Kong

This presentation explains the development of short video mini-lectures used to encourage a community of assessment practice among teachers and students in a tertiary-level business English writing course. The presentation demonstrates how videos encourage student-teacher dialogue in class tasks where students evaluate exemplars of student assignments and produce collaborative writing.

(Re)conceptualisation of English Teachers’ Professional Identity in Korea

TEACHER EDUCATION

PRESENTER:
Insuk Han, Korea Secondary English Teachers’ Association, Republic of Korea

This session introduces the attributes of Korean English teachers’ professional identity through the investigation of their responses to current ELT policies and curriculum. Diverse narratives were used from a phenomenological perspective. The study suggests implications for the establishment of professional standards, desirable pedagogies, and curriculum reform.
Tools and Strategies to Promote Teacher-Learner Interaction in Virtual Classrooms

TECHNOLOGY & BLENDED LEARNING

PRESENTERS:
Dara Richard, National University of Singapore, Singapore
Peggie Chan, National University of Singapore, Singapore

This session examines how teacher and learner perceptions of teacher-learner interactions can differ in a synchronous online classroom, as well as teachers’ use of strategies and online tools to facilitate interaction. The impact of the strategies and tools on interaction are discussed along with implications for synchronous online teaching.

Academic Words in Context: Audience-Oriented Corpus Software

TECHNOLOGY & BLENDED LEARNING

PRESENTER:
Tobias Gaertner, Fachsprachenzentrum der Leibniz Universität Hannover, Germany

Corpora are a valuable tool in language learning. Advanced corpus linguistics is required to protect students from misleading impressions created by the results of a corpus query. Yet, neither student nor teacher should need to become a corpus linguist to use corpora. Teaching needs tools for learners, not for experts.

Establishing a Baseline of Vocabulary Knowledge for Preuniversity English Students

ASSESSMENT OF LANGUAGE SKILLS & COMPETENCIES

PRESENTER:
Michael Joyce, James Cook University, Singapore

Can minimum vocabulary knowledge standards using newly created vocabulary lists be set for preuniversity English students? This project looks at whether these new lists can be used to enhance student performance and evaluation in an English preparatory program whose existing vocabulary standards were set before the creation of these lists.

Developing Instructions for Cooperative Learning

ENGLISH LANGUAGE TEACHING METHODOLOGY

PRESENTER:
Aigul Azhigaliyeva, Miras University, Kazakhstan

This presentation develops and outlines some concrete ways to create more engaging, cooperative classroom dynamics. Participants are asked to discuss the benefits of cooperative learning through related strategies and are challenged to consider and suggest more innovative teaching strategies related to cooperative learning.

How to Adapt Settling and Stirring Activities in EFL Lessons

ENGLISH LANGUAGE TEACHING METHODOLOGY

PRESENTER:
Phuong Nhu, Hai Phong University, Vietnam

Activities in EFL lessons, once adapted appropriately, can encourage, entertain, and promote academic performance. This practical workshop aims at raising awareness of massive easily applied activities. Stirring activities, in fact, can energize students and create much excitement while settling can calm them down to work quietly.

Gamifying the Assessment of Young Learners

ENGLISH LEARNING FOR YOUNG LEARNERS

PRESENTERS:
Melanie Gobert, Higher Colleges of Technology, United Arab Emirates
Helene Demirci, Higher Colleges of Technology, United Arab Emirates

In this workshop, an explanation of the rationale behind using games for assessment is given. Participants are actively involved in a series of activities demonstrating how gamifying assessments in the young learners’ classroom provide opportunities for alternative assessment, revealing the learners’ true potential in a low pressure environment.
Teaching Stress and Rhythm to Indonesian Learners Using Oral Reading

ENGLISH LANGUAGE TEACHING METHODOLOGY

PRESENTER:
Carla Prabandari, Sanata Dharma University, Indonesia

Stress and rhythm pose problems for most Indonesian learners due to different natures in language timing between Indonesian and English. This session presents the results of action research conducted with Indonesian learners of English. The research aimed to solve learners' problems in stress and rhythm by implementing oral reading strategy.

English-Speaking Activity Instruction for Autistic Children in Inclusion School

ENHANCING TEACHER KNOWLEDGE & SKILLS

PRESENTER:
Novika Purnama Sari, State University of Malang, Indonesia

The study discussed portrayed applicable instructions and strategies during English-speaking activities for three autistic children taught alongside 23 other students in an inclusion school. English animation video was used, and thorough response resulted; the autistic children were encouraged to speak English confidently in front of the class.

Measuring Outcomes and Refining System for IEPs

ENGLISH LANGUAGE PROGRAM EVALUATION

PRESENTERS:
Autumn Witt, Northwest University, USA
Suzan Kobashigawa, Northwest University, USA

Though IEPs contribute to universities on many levels, they are most frequently assessed solely on enrollment numbers. The presenters identify diverse achievement metrics to gauge holistic program success and demonstrate steps for refining systems. The presenters discuss data from the first 5 years in an American university IEP.

English for Teaching Maths & Science: Fabulous or Flawed?

LANGUAGE CURRICULUM DEVELOPMENT

PRESENTERS:
Rob Clement, Sohar University, Oman
Fee Mee Chai, SMK Segamat, Malaysia
Swee Hiang Poh, Penerbitan Pelangi Sdn Bhd, Malaysia

A classroom teacher, teacher-trainer, and educational publisher analyse a South East Asian nation’s attempt to extend and improve the teaching and learning of English by teaching mathematics and science in English rather than in the vernacular. A historical overview precedes analysis of programme successes and failures leading to future recommendations.

Paradigm Paralysis and Implications for EFL Teacher Education

TEACHER EDUCATION

PRESENTER:
Huong Nguyen, University of New South Wales, Australia

The case study discussed examines paradigmatic shift in Vietnamese EFL teachers in the time of education reform and how preservice teacher education and school teaching experiences mediate the change. Implications are given to preservice EFL teacher education to successfully bring about a change in EFL teachers’ paradigm.

Practicing Multimedia Literacy: Crafting Digital Stories in TEFL/TESOL Contexts

TECHNOLOGY & BLENDED LEARNING

PRESENTER:
David Kent, Woosong University, Republic of Korea

Theory and best-practice models for effective digital storytelling in TEFL/TESOL settings are explored. An outline of how to engage, lead, and assess student development of projects to enhance language learning is then reinforced with a compilation of resources beneficial for assisting practitioners and students in crafting digital stories.
Same Class but Different Experiences and Interest Trajectories

TEACHER EDUCATION

PRESENTER:
Tan Bee Tin, University of Auckland, New Zealand

This session investigates how students’ experiences differ despite being in the same class and how this contributes to their interest in learning English. The data come from a 4-year longitudinal interest talk with a group of students studying EFL in a tertiary setting in Myanmar (Burma).

Expectation and Practice in Paired and Small-Group Speaking Tasks

ENGLISH LANGUAGE TEACHING METHODOLOGY

PRESENTER:
Huong Quynh Tran, Monash University, Australia

Combining the microanalytic methods of conversation analysis with participant interviews, the study discussed compares teachers’ instructions and expectations for a speaking task with actual performance by students in a Vietnamese EFL context. The session ends with a discussion of the pedagogical implications of the findings for designing speaking activities.

Teaching English Reading to Primary Learners: What Teachers Think

ENGLISH LEARNING FOR YOUNG LEARNERS

PRESENTER:
Rahma Alghafri, Monash University, Australia

The mixed-methods case study discussed investigates teacher knowledge, beliefs, and strategies regarding teaching reading to primary ELLs in Oman. Understanding the knowledge base of experienced teachers can provide valuable insight into the teaching of reading to beginning learners.

Easy Steps to Preventing Plagiarism

ENHANCING TEACHER KNOWLEDGE & SKILLS

PRESENTER:
Francis Britto, Sophia University, Japan

Despite instructions, students have only a vague notion of what plagiarism is and frequently err when they write. Based on the results of a questionnaire, the presenter offers several basic concepts—placed within a table—to help students grasp what plagiarism is and how they can easily avoid it.

Supporting Students’ Autonomous Learning Through Professional Development With Teachers

ENHANCING TEACHER KNOWLEDGE & SKILLS

PRESENTERS:
Richmond Stroupe, Soka University, Japan
Koki Tomita, Soka University, Japan

Learner autonomy is believed to improve motivation, engagement, and overall academic performance. However, the appropriateness of the concept has been contested in Asia. This presentation reports on feedback from instructors at a Japanese university who reflected on, promoted, and examined obstacles to supporting students’ autonomy through workshops and curriculum development.

Languages Other Than English and Cultural Skills in Vocational Courses

MULTICULTURAL EDUCATION

PRESENTER:
Ivano Buoro, Sydney Institute, Australia

This presentation discusses a small 2014 qualitative research project into the value of languages other than English (LOTE) in vocational courses in Australia. Barriers and enablers to including LOTE in these courses were identified, as was the idea of monolingual pride, expressed by some participants.

Incident-Based Learning: Preservice Teachers’ Assessment Literacy Development During Practicum

TEACHER EDUCATION

PRESENTER:
Loc Thi Huynh Nguyen, Victoria University of Wellington, New Zealand

Preservice teachers’ (PTs’) assessment literacy is unquestionably important. However, little research has been done in this area. The study discussed employs different research instruments to investigate how four PTs developed their assessment literacy during practicum. This presentation addresses the PTs’ incident-based learning of testing and assessment knowledge and skills during practicum.
### Students’ Feedback on Using Mobile Phones to Complement Classroom Reading

**TECHNOLOGY & BLENDED LEARNING**

**PRESENTER:**
Zamnah Husin, *Universiti Teknologi MARA, Malaysia*

The study looks at the potential of mobile phones, specifically the Short Message Service, to enhance students’ reading comprehension and critical thinking. Local and international students from the International Islamic University Malaysia sat for standardised reading comprehension and critical thinking tests before and after treatment. Students’ feedback revealed positive effects.

### English Positions and Fragmented Identities in a Thai Professional Domain

**WORLD ENGLISHES**

**PRESENTER:**
Adcharawan Buripakdi, *Suranaree University of Technology, Thailand*

Grounded in World Englishes framework, the study discussed examines how Thai professional writers conceptualize English. This study not only reflects the reality of English hegemony in Thailand but also addresses political aspects of language use concerning identity, power, and hierarchical discourse in a context where English is not a mother tongue.

### Teaching Explicit Interactional Skills in EFL Classrooms

**ENGLISH LANGUAGE TEACHING METHODOLOGY**

**PRESENTER:**
Sam Crofts, *Kwansei Gakuin University, Japan*

This presentation discusses how interactional skills can be taught explicitly to minimize silence in student conversations and discussion. Before and after video data show clear improvements in learners’ interactional performance and suggest that explicit instruction in this area can be useful in the EFL context.

### Language Teachers Building Quantitative Research Skills Through Online Collaboration

**ENHANCING TEACHER KNOWLEDGE & SKILLS**

**PRESENTER:**
Gregory Sholdt, *Kobe University, Japan*

During the 2014 Quantitative Research Training Project, 35 language teachers based in Japan collaborated in an online discussion forum while learning about quantitative research methods and replicating a quantitative study in their own classrooms. This presentation describes outcomes and future applications of this unique professional development project.

### Re-examining Our Ideas about Culture

**MULTICULTURAL EDUCATION**

**PRESENTER:**
Andy Curtis, *TESOL International Association, Canada*

In this talk, we will start by looking at some of the complex and complicated relationships between Language and Culture, and what those relationships mean for language teachers and learners. We will also look at a new, three-part model of Culture, based on Individual, Institutional and International conceptualizations of Culture.

### Student Concerns and Peer-Tutor Training in Writing Centres

**ENHANCING TEACHER KNOWLEDGE & SKILLS**

**PRESENTER:**
Sujata S. Kathpalia, *Nanyang Technological University, Singapore*

This session examines survey data to assess whether there is a correlation between students’ and peer-tutors’ perceptions of help received/provided in a university writing centre in Singapore. Based on the findings, recommendations are made for peer-tutor training in order to ensure a good fit between student needs and tutoring approach.
Training EFL Teachers: A Course Proposal to Achieve Global Demands

**INNOVATION IN LANGUAGE TEACHING & LEARNING**

**PRESENTERS:**
Maria Spicer-Escalante, Utah State University, USA
Karin deJonge-Kannan, Utah State University, USA

This presentation offers a course proposal to support EFL teachers in the Expanding Circle to help students develop English skills that enable them to function more effectively in the globally connected workplace. It is based on a sensitive pedagogy that includes local and national needs while addressing global requirements.

Enhancing TESOL Programs With the Education for Sustainable Development Initiative

**LANGUAGE CURRICULUM DEVELOPMENT**

**PRESENTER:**
Russell Hazard, National Insitute of Technology, China

The United Nations Educational, Scientific and Cultural Organization has released Education for Sustainable Development (ESD) guidelines for integration into all subject areas. This session relates the existing TESOL literature with ESD guidelines. It assists teachers and researchers to utilize ESD for measurable improvements in language learning outcomes.

Mathematics and ELLs: Transformative Learning Through In-Service Teacher Professional Development

**TEACHER EDUCATION**

**PRESENTER:**
Jennifer Holdway, University of Hawaii at Manoa, USA

This session explores the transformative learning experiences of seven K–12 in-service teachers during a 15-week, online, asynchronous, professional development course focused on theories and methodologies to address a simultaneous focus on English language development and academic mathematics content instruction for ELLs, including literacy and translanguaging.

The Role of Teaching Culture in EFL Classrooms

**WORLD ENGLISHES**

**PRESENTERS:**
Le Thuy Trang, Ho Chi Minh City University of Pedagogy, Vietnam
Bui Tram Anh, Ho Chi Minh City University of Pedagogy, Vietnam

The paradigm shift of World Englishes has been hotly debated as to how to address culture in the EFL classroom. What should teachers do when their textbooks reflect mostly American or British culture? The presenter reports on action research conducted in Vietnam addressing the question: Which culture to teach?

The Secret Life of Medical Dialogues

**ENGLISH FOR SPECIFIC PURPOSES**

**PRESENTER:**
Michael Guest, University of Miyazaki, Japan

Interpersonal competence within specialist or professional settings implies an understanding of the nuances of written and spoken texts normative to the specific genre. In this presentation, sensitizing medical students to conversational implicature, address forms, turntaking, and power relations is demonstrated using both authentic and reconstructed medical texts.

Increasing Engagement, Autonomy, and Output Through Constructivist Lesson Planning

**ENGLISH LANGUAGE TEACHING METHODOLOGY**

**PRESENTER:**
Jan Dormer, Messiah College, USA

Constructivist English lessons utilize more inductive learning than traditional lesson formats, and can increase student engagement, autonomy, and output. This session introduces five key words beginning with the letter I to guide a constructivist lesson: interest, investigation, integration, interaction, and independence. Each concept is addressed as a sample lesson unfolds.
Investigating the Relationship Between Metacognitive Awareness and Listening Performance

**ENGLISH LANGUAGE TEACHING METHODOLOGY**

**PRESENTERS:**
Yunhua Shen, Jilin University, China
Lawrence Zhang, The University of Auckland, New Zealand
Guangwei Hu, The National Institute of Education, Singapore

This study, using CET 6 test and MALQ as tools, investigates the relationship between 169 Chinese university students’ metacognitive awareness and listening performances. The results showed significant correlations between the participants’ listening scores and overall metacognitive scores, as well as all the aspects of metacognitive awareness except planning and evaluation.

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Promoting Purpose in EAP Teaching: The Need for Clear Objectives

**ENHANCING TEACHER KNOWLEDGE & SKILLS**

**PRESENTERS:**
Heather Swendall, Royal Melbourne Institute of Technology, Vietnam
Joel Swendall, Royal Melbourne Institute of Technology, Vietnam

This presentation discusses efforts to foreground curricular objectives in the teaching culture of a university EAP program in Southeast Asia. As part of a curriculum-redesign project, presenters worked with stakeholders to articulate course objectives and promote their active use. Presenters share insights gained and suggestions for engaging in similar projects.

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Storytellers in EL Classrooms: A Tale of a Primary School

**ENHANCING TEACHER KNOWLEDGE & SKILLS**

**PRESENTER:**
Soe Marlar Lwin, National Institute of Education, Singapore

Increasing emphasis on multimodality (verbal, vocal, and visual features) in oral communication has encouraged schools to invite professional storytellers to coach students in these aspects. Using a model for teaching speaking, the study discussed examines the hits and misses of six EL storytelling lessons conducted in a Singapore primary school.

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Effective English Teachers in Rural Bangladesh: What Do They Do?

**INNOVATION IN LANGUAGE TEACHING & LEARNING**

**PRESENTERS:**
Md Al Amin, University of Canterbury, New Zealand
Janinka Greenwood, University of Canterbury, New Zealand

This session reports initial findings from a research project that investigates the backgrounds, beliefs, and classroom practices of a number of English teachers who are identified as effective by their community and peers. The project is situated in the context of rural Bangladeshi secondary schools, where previous studies highlighted infrastructural barriers.

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Creating More Effective Connections With My Multicultural Students

**MULTICULTURAL EDUCATION**

**PRESENTER:**
Rebecca Metcalfe, University of Pelita Harapan, Indonesia

Understanding underlying beliefs and values of students will help avoid misunderstandings and conflicts, promoting harmonious relationships. In this workshop, participants identify key components of culture and consider the helpful frameworks of continuums in order to understand ways to contextualize their teaching approaches to become more relational and effective instructors.

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The Double-Edged Sword of Teachers’ Code-Switching in EFL Classrooms

**TEACHER EDUCATION**

**PRESENTER:**
Nutchayaporn Jaritngarm, Chulalongkorn University, Thailand

Teachers’ code-switching can be both an effective strategy in language instruction and an obstacle to student learning. What are some efficacious approaches to incorporate code-switching into the classroom? This presentation answers the questions, and participants leave the session with an awareness of various ways of using code-switching in the EFL classroom.
Outer-Circle ASEAN Nations as Study-Abroad Destinations for Expanding-Circle Students

PRESENTER:
Yoko Kobayashi, Iwate University, Japan

The study discussed is intended for those interested in Expanding-Circle students studying English(es) in Outer-Circle ASEAN nations. The study aims to identify issues local (non)native ESL teachers contend with (e.g., what ‘English(es)’ to teach) and discusses how TESOL communities can contribute to the sound growth of these newly emerging ESL venues.

Using Language Assessment of, for, and as Learning

PRESENTERS:
Virginia Blais, Taipei American School, Taiwan
Margo Gottlieb, WIDA - University of Wisconsin, USA

Assessment practices should reflect a confluence of stakeholders: student voice (as learning), teacher input (for learning) and administrator decisions (of learning). Together, these sources can offer a powerful system for teaching and learning. Multiple measures from an international school exemplify how a most vibrant assessment system for language learners operates.

Interactional Competence: The Fifth Skill

PRESENTER:
John Campbell-Larsen, Kyoto Women’s University, Japan

This presentation offers a working definition of interactional competence (IC) and illustrates language skills such as agreeing and disagreeing, making requests, and spoken narrative that can be viewed from the perspective of IC. The presentation suggests ways in which IC development can be incorporated into lessons.

Implementing Peer Feedback in a Paragraph Writing Course

PRESENTER:
Somruedee Khongput, Prince of Songkla University, Thailand

This presentation aims to share ideas on how to implement peer feedback in a paragraph writing course for Thai undergraduate students whose English proficiency is highly varied. Both advantages and disadvantages of peer feedback in relation to social, cognitive, affective, and linguistic aspects are discussed.
Creating Spaces for Personalised Problem-Solving: A Thinking Bowl
TEACHER EDUCATION
PRESENTER:
Padmini Boruah, Gauhati University, India
A strategy that allows more space for personalized support and participant involvement in teacher training classrooms involves storing chits describing problems in a thinking bowl over a week. In one class per week, participants try to resolve each issue through groupwork, wearing four hats: teacher, head teacher, student, guardian, etc.

The Flipped College EFL Classroom: An Empirical Study
TECHNOLOGY & BLENDED LEARNING
PRESENTERS:
Jingnan Li, University of Electronic Science and Technology of China, China
Ting Lv, University of Electronic Science and Technology of China, China
This session reports on an experimental flipped college EFL course that blends online lectures and classroom activities, with an attempt to find out the impact of flipping on foreign language learning, and the principles to follow in the design of flipped EFL courses.

Language and Content Teacher Development Through Lesson Study
ENHANCING TEACHER KNOWLEDGE & SKILLS
PRESENTER:
Dudley Reynolds, Carnegie Mellon University in Qatar, Qatar
Evaluation of a lesson study professional development program for science and English teachers in Qatari middle schools is presented. Discussion focuses on the challenges of scaffolding lesson study groups, the effectiveness of interdisciplinary collaborative learning, and the impact of translanguaging during program delivery.
SLA, Errors, and Corrective Feedback: What Learners Think
ENHANCING TEACHER KNOWLEDGE & SKILLS
PRESENTER:
Tracy Swemmer, British Council Hong Kong, Hong Kong
This session presents research findings on a group of intermediate learners’ assumptions about SLA, oral errors, and corrective feedback. Implications are that teachers need to raise learners’ awareness of the nonlinearity of the language learning process, and assist them in defining language learning success more broadly.

Making the Best of Online Language Teaching and Learning
INNOVATION IN LANGUAGE TEACHING & LEARNING
PRESENTER:
Molly Lim, American Public University, USA
This presentation identifies challenges of online language teaching and learning, and proposes strategies for overcoming them. Through an exploration of students’ learning preferences and familiarity with the requirements of online learning, the presenter discusses field-tested techniques for a more successful online experience for both learners and instructors.

Peer-Tutoring At-Risk Arab Learners to Improve Language Proficiency
MULTICULTURAL EDUCATION
PRESENTERS:
Yogesh Sinha, Sohar University, Oman
Manisha Sinha, Sohar University, Oman
At-risk Arab ELLs have been a persistent concern among educators, parents, and students alike. Poor language proficiency and academic underachievement are often interlinked in categorising at-risk ELLs. This session reports the findings of our study evaluating a peer-tutoring program on at-risk students in an English-medium University in the Middle East.

The Role of Turnitin in Teaching Academic Writing From Sources
TECHNOLOGY & BLENDED LEARNING
PRESENTERS:
Manisha Sinha, Sohar University, Oman
Ilka Kostka, Northeastern University, USA
Yogesh Sinha, Sohar University, Oman
This session reports on research and practice that has explored how Turnitin is used to help L2 writers understand inappropriate source use and improve their academic writing skills at universities in the Middle East and in the United States.

A Teacher’s Introduction to Corpus Referencing in L2 Writing Classrooms
INNOVATION IN LANGUAGE TEACHING & LEARNING
PRESENTER:
Cynthia Quinn, Kobe University, Japan
As a supplement to the bilingual dictionaries many learners rely on, a corpus can be a useful writing reference. The presenter shows teachers how they can introduce this relatively new resource to students through a series of controlled essay revision tasks that learners complete in response to teacher feedback.

Developing Autonomous Learners for the 21st Century
ENGLISH LANGUAGE TEACHING METHODOLOGY
PRESENTER:
Kaye Dunn, ACT Education Solutions, Australia
21st-century skills recognise the importance of learner autonomy. This session looks at strategies to move from a teacher-centred classroom to one in which teachers facilitate a group of autonomous learners. Participants look at techniques to guide autonomous learning throughout the developmental process.
### TED-Based Listening Instruction: An Action Research Project

**TEACHER EDUCATION**

**PRESENTERS:**
Jian Huang, Central University of Finance and Economics, China
Dunlai Lin, Beijing Normal University, China

The three-semester action research project discussed aims at exploring how best to use TED speeches to improve college listening instruction. The findings suggest (1) acquisition-rich texts should be chosen and organized based on genre; (2) cognitively and emotionally engaging tasks should be developed like summary, paraphrase, interpretation, and self-reflection, etc.

### L2 Definite Articles: The Good, the Bad, and the Implications

**TEACHER EDUCATION**

**PRESENTER:**
Peter Crosthwaite, University of Hong Kong, Hong Kong

This session presents an overview of L2 English definite article use by Asian L2 English learners, taken from the Chinese, Korean, Filipino, and Thai L2 English data within the International Corpus of Learner English (ICNALE). The failures (and the successes!) of definite article use are considered, with implications for pedagogy.

### Native English Language Instructors’ Cultural Responsiveness in an EFL Setting

**TEACHER EDUCATION**

**PRESENTER:**
Halil Ibrahim Cinarbas, Zirve University, Turkey

The study discussed aimed to explore cultural responsiveness of the instructors toward culturally diverse students in an EFL university setting. Case study methodology was used. Focus group interviews and written reflections were data sources. Findings suggested that native English language instructors construct cultural understanding and accommodate cultural differences in the classroom.

### Critical Competencies for ELT Trainers via Capability-Building Projects

**TEACHER EDUCATION**

**PRESENTER:**
Yue Wen Chan, SEAMEO RELC, Singapore

Regional Language Centre, Singapore has conducted trainer capability-building projects (T-CAP) in Thailand, Myanmar, Cambodia, and China. This session looks at the multiplying impact of such projects on the quality and quantity of local ELT teachers trained. Insights into the T-CAP training and implementing models and success criteria are highlighted.

### Using Technology to Enhance Second Language Acquisition and Learning

**TECHNOLOGY IN LANGUAGE TEACHING**

**PRESENTERS:**
Rashenah Walker, Abu Dhabi Education Council, United Arab Emirates

The purpose of the research discussed is to show how second language development and acquisition are advanced by providing an instructional environment that focuses on teaching at student present levels and increasing rigor for outlined targets through the use of web-based instruction, with the reverse classroom methodology.

### Learning About and Teaching Near Synonyms with COCA

**TEACHER EDUCATION**

**PRESENTER:**
Roger Gee, Holy Family University, USA

Near synonyms such as small/little and give/provide have similar meanings but different uses or distributions. Confusion about near synonyms can make English learners’ language seem awkward or incorrect. Learn to answer questions about near synonyms and to create instructional materials with the freely available Corpus of Contemporary American English (COCA).
Building an Integrated e-Textbook: The Lingnan Experience

TECHNOLOGY & BLENDED LEARNING

PRESENTER:
Marc LeBane, Lingnan University, Hong Kong

The project discussed focused on developing integrated and interactive e-books. These days, e-books are more than just a reformatted version of print textbooks. They are more engaging, encompassing a multitude of media and language enhancing features. In addition, electronic platforms encourage and stimulate more learning activity outside of the classroom.

Contextual Approaches to Quality Assurance and Evaluating Program Success

ENGLISH LANGUAGE PROGRAM EVALUATION

PRESENTER:
Matthew Thurston, James Cook University, Singapore

English language programs are often evaluated through the IELTS scores of exiting students. However, in this session, participants explore alternative approaches to quality assurance and program evaluation, such as accreditation and external review, which are shown to be accurate methods of evaluating the quality and success of language programs.

Teaching and Assessing the Language and Behaviors of Emergent Leadership

ENGLISH LANGUAGE TEACHING METHODOLOGY

PRESENTER:
Kenneth Enochs, International Christian University, Japan

If skill in emergent leadership is so important for Google and other highly efficient, creative, and desirable workspaces, how can this be taught to our students? The presenter describes his research identifying, teaching, and assessing emergent leadership language and behaviors through project-based group work to advanced learners of English.

Learning Culture—Teaching Culture

ENGLISH LANGUAGE TEACHING METHODOLOGY

PRESENTERS:
Suzan Kobashigawa, Northwest University, USA
Autumn Witt Kobashigawa, Northwest University, USA

A challenge of language education is in teaching culture, which oftentimes becomes an afterthought of a lesson. Instead, how can teachers best integrate culture learning into their classrooms? In this session, participants examine a cultural event, analyze it from four different perspectives, and make application to their own context.

Sheltered Instruction Observation Protocol Model in the Japanese ELL Classroom

ENHANCING TEACHER KNOWLEDGE & SKILLS

PRESENTER:
Hiroshi Nakagawa, Tokai University, Japan

The Sheltered Instruction Observation Protocol (SIOP) model is used to describe instructional practices that help ELL teachers make content concepts more accessible for ELLs. The presenter examines eight components of the SIOP model and provides specific details and examples to guide ELL teachers to effectively develop significant instructions.

Motivating Reluctant Readers for Extensive Reading

INNOVATION IN LANGUAGE TEACHING & LEARNING

PRESENTER:
Amanda Bradford, Zayed University, United Arab Emirates

Getting students to engage in extensive reading can sometimes be an uphill battle for teachers, especially those seeking to motivate reluctant readers. This presentation provides teachers with effective classroom strategies to motivate students to read both inside and outside the classroom.
The Representation of Pragmatics in ELT Textbooks in China

LANGUAGE CURRICULUM DEVELOPMENT

PRESENTER:
Wei Ren, Guangdong University of Foreign Studies, China

This session reports on a quantitative and qualitative study of EFL textbooks in China, with a particular purpose to determine the amount and quality of pragmatic information included. Detailed analysis focused specifically on the mention of pragmatics, the treatment of speech acts, and the representation of variational pragmatics.

Collective Efficacy: A Neglected Construct

TEACHER EDUCATION

PRESENTER:
Robyn L. Najar, Flinders University, Australia

This session examines the role of collective agency in the development of EFL teachers and the relationship between teacher efficacy and student learning outcomes. Findings suggest that to frame teacher professional development in terms of socially situated collective contexts may be more meaningful than an exclusively personally situated approach.

Text Analysis With R Programming: Implications for Teaching L2 Writing

INNOVATION IN LANGUAGE TEACHING & LEARNING

PRESENTER:
Zachary Hooker, Gyeseong Elementary School, Republic of Korea

This presentation reports on uses of the open source R programming platform for L2 writing educators. Using text from elementary-level L2 learners of English, the presentation explores how educators can employ tools such as word frequency, lexical variety, and cloud visualization for the diagnosis and assessment of L2 writing.

The Effectiveness of Collaborative Writing for Young ESL Learners

ENGLISH LEARNING FOR YOUNG LEARNERS

PRESENTERS:
Yin Ling Cheung, Nanyang Technological University, Singapore
Hari Jang, Nanyang Technological University, Singapore

The study discussed investigates the conduciveness of collaborative writing for young ESL students by analysing language related episodes (LREs) and student compositions. Results show that certain patterns of LREs and dyadic interaction, and usage of translangaging are facilitating features of collaborative writing. These findings are explained through Swain’s notion of languaging.

Fostering Learner Autonomy in the Transformation of Curriculum Paradigm

INNOVATION IN LANGUAGE TEACHING & LEARNING

PRESENTER:
Yingchun Li, Southwestern University of Finance and Economics, China

Classroom teaching is undergoing transitions from the conventional teacher-centered practice to the newly-extolled learner-centered practice in China. Through a longitudinal investigation of a curriculum reform scheme implemented in a higher institution, the current study is aimed at gaining a deepened understanding of the pedagogical practices that best cultivate learner autonomy.

Effects of Collaborative Writing on Learners’ Strategy Use and Affect

ENGLISH LANGUAGE TEACHING METHODOLOGY

PRESENTERS:
Osamu Takeuchi, Kansai University, Japan
Michiko Ueki, Kansai University, Japan

The study discussed quantitatively and qualitatively examines the effects of collaborative writing on EFL learners’ use of writing strategies, their affect, and attitude toward L2 writing. Results indicate that collaborative writing has beneficial effects on the quality of learners’ writing output and gives them a higher sense of writing ownership.
New Student Perspectives on the Team-Taught Classroom

**INNOVATION IN LANGUAGE TEACHING & LEARNING**

**PRESENTER:**
Andrew Gladman, Akita International University, Japan

Findings are presented from a research programme investigating features of an intensely collaborative CBI-based team-teaching approach to TESOL in Japan, from perspectives of participating college students and teachers. The presenter compares and contrasts common themes emerging from newly collected student-focused data with established findings, and considers their pedagogical implications.

Cultivating Academic Language Skills: Two Communicative and Collaborative Class Projects

**INNOVATION IN LANGUAGE TEACHING & LEARNING**

**PRESENTERS:**
Rhonda Petree, University of Wisconsin–River Falls, USA
Conan Kmiecik, University of Wisconsin–River Falls, USA

Are you looking for ways to cultivate your students’ academic language skills while also improving their communication and technological skills? In this session, the presenters describe an oral history project and a book club project that require students to apply these skills as they create dynamic final products.

Using Multicultural Literature to Increase EFL Students’ Cultural Awareness

**MULTICULTURAL EDUCATION**

**PRESENTERS:**
Yuseva Iswandari, Sanata Dharma University, Indonesia
Christina Anandari, Sanata Dharma University, Indonesia

This study discusses the use of multicultural literature in the effort to increase EFL students’ cultural awareness. The main objectives are to find out how using multicultural literature can provide students with sources of knowledge about cultural awareness, and how it encourages students to think critically toward cultural diversity issues.

Teacher Identity: Discoveries in an English-Medium Classroom in India

**TEACHER EDUCATION**

**PRESENTER:**
Tarana Patel, learnEd, India

This case study reveals the identity development of an English-medium elementary school teacher mentored by a TESOL professional from the USA. Through mentor-teacher conversations and reflections, the teacher develops a deeper understanding of her teaching identity and evolves in her role as a language teacher teaching content in English.

Students’ Attitudes Toward Using Digital Storytelling in a Language Classroom

**TECHNOLOGY & BLENDED LEARNING**

**PRESENTER:**
Napat Jitpaisarnwattana, Silpakorn University, Thailand

The study discussed explores students’ attitudes toward the integration of a digital storytelling project into a language classroom. The findings reveal that students generally have positive attitudes toward the integration of DST into the classroom and think that participation in such a project is beneficial to their language improvement and motivation.

MOOCs and More: Self-Directed Development for Busy Professionals

**ENHANCING TEACHER KNOWLEDGE & SKILLS**

**PRESENTER:**
Julie Riddlebarger, Khalifa University of Science, Technology & Research, United Arab Emirates

Motivated professionals want and need meaningful professional development (PD) opportunities; however, this is not always offered by employers. You don’t have to wait around for the perfect PD—you can create your own! Find out how in an informative, interactive session on MOOCs, PLNs, TESOL, and more.
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