Hawai‘i International Conference on English Language and Literature Studies (HICELLS 2020)

“Trends in Research and Pedagogical Innovations in English Language and Literature”

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KEYNOTE SPEAKERS

Keynote Speaker 1

Minds, Machines, and Language: What Does the Future Hold?

William O’Grady
University of Hawaii at Manoa
Hawaii, USA

Recent breakthroughs in computational linguistics and software design now make it possible to carry on conversations with machines, to request information from them, and to employ them as personal interpreters, among other functions. For the first time since the emergence of our species, a type of language use is possible without recourse to the cognitive structures and processes on which humans have always relied for verbal communication. The traditional objective of the language sciences is to understand how language works—how it is used, how it is acquired, how it changes over time, how it is represented in the brain, and so forth. These questions will surely remain intellectually important in the years ahead, but their place in the larger culture of inquiry seems to be changing. It is frequently remarked within our profession that work in natural language processing, speech synthesis, and machine translation is generating more excitement, creating more careers, and growing faster than the traditional study of language from a cognitive perspective. A shift in priorities is rapidly taking place. The field of language study confronts a parallel set of challenges. At one time, a second or third language was thought of as a ‘passport’ that opened the door to cultural and commercial opportunities that would not otherwise be available. Now, suddenly, there is software that can express one’s thoughts in a number of different languages and can make those languages intelligible in return. These technologies are ‘disruptive’ in the sense of business theory: they create new markets and a new value network; they displace established professions; they call into question the traditional way of doing things; they give birth to new forms of expertise. Drawing on examples from other times and other disciplines, William O’Grady will examine the possible consequences of these innovations and their place in the intellectual landscape of the 21st century.

William O’Grady is a Professor of Linguistics at the University of Hawai‘i at Mānoa. His areas of expertise and interest include syntactic theory, first and second language acquisition, and
language revitalization. He is well known for his work on emergentism, which focuses on the possibility that the properties of language and their seemingly effortless acquisition by children reflect the influence of processing pressures rather than an inborn Universal Grammar. In the last several years, he has also served as an advocate for endangered languages, especially Jejueo, the mysterious and little known language of Korea’s Jeju Island. He has written numerous articles and books including *Syntactic Development, Syntactic Carpentry, How Children Learn Language* and *Jejueo*. He is also co-editor (with Brian MacWhinney) of the *Handbook of Language Emergence*.

**Keynote Speaker 2**

*Emotion and Identity Turn in Second Language Teacher Education: Prospects and Possibilities*

*Peter I. De Costa*

*Michigan State University*

*Michigan, USA*

Following the growing interest in language teacher identity (De Costa & Norton, 2017) and sociocultural turn (Zembylas, 2005) in teacher emotion research as well as the broader and deepening interest in affect within adjacent fields of psychology (e.g. MacIntyre & Gregersen, 2016), second language acquisition (e.g., Gkonou & Mercer, 2016) sociolinguistics (e.g., Wee, 2017) and linguistic anthropology, I explore second language (L2) teacher emotions from a positive psychology and critical perspective. The former perspective draws on recent developments in positive teacher psychology research (e.g., Gabrys-Barker & Galajda, 2016; Mercer & Koustoulas, 2018), while the latter takes into account the sociopolitical dimensions of language teacher education (e.g., Benesch, 2017; Loh & Liew, 2016). Importantly, both lines of research consider the ecologies in which teachers are embedded. To illustrate the vibrant and burgeoning language teacher emotion research agenda, I elaborate on three recently published studies: De Costa, Rawal and Li (2018), Pereira (2018), and Wolff and De Costa (2017). I also provide an overview of the special issue of the *Chinese Journal of Applied Linguistics* (Mouton De Gruyter) on second language teacher emotions and argue how the second language teacher education research landscape can be enriched by a systematic investigation of teacher emotion labor. The presentation closes with a discussion of implications for pedagogy, policy, and research.
PLENARY SPEAKERS

Plenary Speaker 1

Sociolinguistic Data as Input in the Language Classroom

Maya Khemlani David
University of Malaya
Kuala Lumpur, Malaysia

As a sociolinguist, my research has focussed on the language used in society by people when speaking to members of their own community or with members of other ethnic groups and cultures. Inevitably, this research interest was useful when I became a language teacher. In this presentation, I will be sharing how some of the data arising from my research can be used in language teaching. In our research of language used in society, we noted that cultural norms impacted on what people said. Therefore, as language teachers it is imperative that we make our learners realize that the various speech acts taught, for instance, the giving and receiving of compliments/condolences/greetings/ invitations and acceptance or refusals are realized differently across cultures. It is therefore vital that for our learners to be communicatively competent and not only linguistically competent that they are consciously made aware of differing cultural norms in the speech acts they use and receive. As language teachers, it is also important that when we select reading texts we should bear in mind the cultural schema of our learners so that this facilitates understanding of the text. Furthermore, in interactions by people who had differing proficiencies in the target language, we noted the use of communicative strategies. Therefore, in the language classroom, communicative strategies can be taught to compensate for limited language proficiency. Ultimately, it is my contention that authentic sociolinguistic data can be used in the language classroom to make learning more meaningful to the many classrooms today which generally are made up of learners from diverse ethnic, religious and cultural backgrounds.

Maya Khemlani David is an Honorary Fellow of the Chartered Institute of Linguists, United Kingdom. As a sociolinguist, Prof. David has a special interest in discourse analysis, languages in Malaysian minority communities, and the role of language in establishing and maintaining national unity. Maya David is the Linguapax Prize Winner for 2007. Her publications include The Sindhis of Malaysia: A Sociolinguistic Account (2001, London, ASEAN) and co-written Writing a Research Paper (2006, Serdang: UPM). Her co-edited and edited publications are Politeness in
Plenary Speaker 2

Storm, Stress, and Solastalgia: Literary Trends in the Age of Climate Change

Kirsten Møllegaard

University of Hawaii at Hilo

Hawaii, USA

Regardless of whether we agree on its causes, climate change has become a major force in shaping the human experience in both the arts and sciences since the Industrial Revolution, though more urgently so since World War II. Climate change affects not only the Earth’s atmosphere, biospheres, glaciers, and oceans, it also affects our perception of nature and humanity’s role in the natural world. Moreover, issues as seemingly disparate as the inequity between rich and poor countries, the industrialized world’s overconsumption of freshwater, fossil fuels, and generation of plastic trash, as well as territorial conflicts, wars, and mass migration are also linked to climate change. While the majority of the grand narratives on climate change is in the hands of scientists, the literary Humanities are not immune to the effects of climate change on human experience and creativity. The aim of this presentation is to examine literary trends that creatively explore and cope with the effects of climate change on the human psyche. It is a documented fact that exposure to the creative arts housed in Humanities disciplines has a benevolent effect on the human psyche: literature, music, cinema, and all of the visual arts help us process anxiety and the storms and stresses of life in an increasingly warmer world with a skyrocketing number of humans vying for a finite amount of natural resources. While several literary genres directly address climate change, this presentation will focus on two examples of science fiction - Paulo Bacigalupi’s *The Water Knife* (2015) and Octavia Butler’s *Parable of the Sower* (1993) - which directly address solastalgia, a neologism which describes profound sadness and the feeling of powerlessness associated with a yearning for distant times and other social universes. Similar to the powerful *Sturm und Drang*...
movement in Romantic literature, today’s environmental distress and human worries are reflected in genres like science fiction and help readers process alarmist contemporary environmental issues by contextualizing the anxiety-inducing data generated by scientific research with the power of the human imagination and the emotional intelligence of reading fiction.

Kirsten Møllegaard is a Professor of English at the University of Hawaii at Hilo, USA. She teaches courses in rhetoric, comics, and graphic novels, gender and women’s studies, film, literature, myth, and folklore. Her research focuses on the intersectionality of places, people, and stories past and present, including the effects of climate change, war, and trauma on the human experience. She is co-editor of Narratives of Place in Literature and Film (Routledge 2019). Her research articles and book reviews have appeared in the International Journal of Comic Art, Journal of American Culture, Journal of Popular Culture, Supernatural Studies, Western American Literature, and Folklore. She has contributed numerous book chapters on fairy tales, film, literature, and comics and graphic novels.
The rapid increase of electronic communication due to the advent of the internet in the 1960s has changed the way people communicate and the manner in which they form and use language. Those who have access to the internet make business, educate, and influence people using the facilitation and limitations of digital technology, which has given rise to new forms and functions which aid in the development of languages. This linguistic revolution has been viewed by netizens in two different perspectives: (1) internet language diverges from standard written English and represents deteriorating literacy, and (2) internet language is a new variety of language with distinctive graphic, orthographic, grammatical, lexical, and discourse features-- a product of an advanced literacy among its users (Crystal, 2004; Turner et al., 2014). The analysis in this presentation aligns with the second perspective and discusses implications for language teaching and research based on previous studies (i.e. Gustilo & Dino, forthcoming; Gustilo, Tocalo, & & Calingasan, 2019; Dino & Gustilo, 2018) and findings of an ongoing research on digital writing in Internet Philippine English using text analysis of actual outputs in different online sites and survey of students and English language teachers from different parts of the Philippines. Instead of debasing digitalk for fear that its features could undermine established writing conventions in academic writing, digitalk could be brought inside the classroom by (1) viewing it as another category of writing with its own features and functions, (2) utilizing it as authentic materials in creating awareness regarding different conventions of writing, and (3) looking for language structures in students’ digital written outputs which need priority instruction in order to enhance students’ competence in writing in varied contexts. It would prove beneficial if future research could undertake investigations, which document how the clear divide between digital writing and formal academic writing can be bridged in different language teaching contexts.

Leah Gustilo, Ph.D., an associate professor and Research Fellow in the Department of English and Applied Linguistics in De La Salle University, is the current Vice President of the Linguistic Society of the Philippines, an Article Editor of Sage Open Publications, and the Chief Editor of Modern Journal of Studies in English Language Teaching and Literature. Formerly, she was the
Director of De La Salle University’s Center for English and Lifelong Learning and Chief Editor of the Philippine ESL Journal. She was involved in several research projects funded by the British Council, Fund to Assistance for Private Education, Philippines; Japan International Cooperation Agency, Philippines; Knowledge Channel Foundation, Inc.; and University Research Coordination Office of De La Salle University. She has published articles on Philippine English, online self-presentation, internet talk, use of technology in the classroom, and ESL writing and assessment and has presented her research works at conferences in Asia, the USA, and Europe. Together with his husband, they founded CBC integrated School. She is actively involved in teacher training as a resource person on topics such as research ethics, getting published, action research, and language teaching and assessment.

Enhancing Assessment Literacy through Feedback and Feedforward: A Reflective Practice in EFL Classroom

Junifer A. Abatayo
Sohar University
Sohar, Sultanate of Oman

In recent years, there have been substantial discussions and research on enhancing assessment literacy not only on teachers’ professional development but also on their own reflective classroom practice, instructional adaptation, and integration of feedback mechanisms to help achieve effective student learning. Assessment literacy as popularly discussed in literature requires a sophisticated understanding of classroom practice and teaching-learning environment to help learners attain much-needed outstanding and effective learning. Providing effective feedback and expansive feedforward involves a complex process that requires teachers to provide meaningful advice to students’ work to take their learning forward. Knowledge of these skills as assessment literacies are found to be helpful in enhancing and advancing instructional methods, classroom instructions and assessment methods that eventually affect students’ learning, thus providing both teacher and student the opportunity to develop and strengthen knowledge economy. This presentation is my own reflective practice in the EFL teaching-learning environment emphasizing feedback and feedforward as mechanisms in enhancing assessment literacy. In addition, practical integration and the use of effective feedback and feedforward mechanisms are explicated to share good practice in supporting EFL learners to develop their knowledge and skills. In this reflective piece as EFL teacher, I will also highlight my very own experience in dealing with feedback to
students’ work in the classroom that has enhanced the quality of their own learning and encouraging them to reflect and move forward where they can close the gap between where they are and where to next. This presentation concludes with a discussion on the valuable practices of feedback and its practicalities that truly lead to achieving significant improvement most importantly on enhancing assessment literacy in the EFL context.

**Junifer Abatayo** is Assistant Professor and Chairman of the Centre for Educational Development (CED) at Sohar University. He is a trained Site Reviewer for the Commission on English Language Program Accreditation (CEA) Virginia, the USA, and Regional Representative of the Asian Association for Language Assessment (AALA). Dr Abatayo is the founding chair of KSSALT TESOL (Kingdom of Saudi Arabia Association of Language Teachers) Yanbu in Saudi Arabia and TESOL Oman in the Sultanate of Oman. His research interests include language testing and assessment, English language teaching (ESL, EFL), teaching and learning and curriculum development.

**Entry Points for Teaching Critical Literacy in the ESL Classroom: Reflections from Praxis**

**Jayson Parba**  
*University of Hawaii at Manoa*  
*Hawaii, USA*

Critical language teaching has received more attention in recent years although research that draws from this perspective remains wanting in the field of applied linguistics, and even more so in the ESL and EFL contexts (Akbari, 2008; Crookes, 2013; Fajardo, 2015). In this paper, I draw on the existing literature of critical language pedagogy, my teaching experiences in the Philippines and in Hawai‘i, and my work as a novice scholar in critical applied linguistics to further examine and discuss various entry points for critical language teaching and critical literacy in ESL classrooms (cf. Akbari, 2008), more specifically in postcolonial contexts such as the Philippines where the English language enjoys a hegemonic privilege in education and in many other aspects of the society (Tupas, 2015). This presentation will first focus on the need to engage both preservice and in-service ESL teachers in conversations on sociolinguistic topics (e.g., language ideologies,
discrimination against L2 speakers of English, suppressive language policies, and etc.) and to encourage them to orient themselves towards a critical philosophy of teaching (Kubanyiova & Crookes, 2016). The paper will then highlight the importance of foregrounding students’ lived experiences in the curriculum, creating spaces for critical dialogue, and providing a ‘translanguaging space’ (Li, 2011) to legitimate students’ multilingual identities (Higgins & Ponte, 2017). Moreover, I elaborate on my discussions by providing examples of incorporating critical pedagogical perspectives into my own praxis (cf. Parba & Crookes, 2019) in order to provide students with the opportunities to engage in critical dialogues and to create multimodal texts that allowed them to express their criticality. In conclusion, I will discuss pedagogical and curricular implications for the broader field of ELT and language teaching.

Jayson Parba earned his PhD from the Department of Second Language Studies at the University of Hawai‘i at Mānoa and is an instructor in the Department of Indo-Pacific Languages and Literatures where he teaches upper-division Filipino language and Philippine literature and culture courses. His research interests include critical pedagogy in language education, critical literacy, multilingualism, and heritage language teaching of Filipino in the U.S. context.
PAPER PRESENTATIONS

The Emergence of Functional Projections in the History of English

Michio Hosaka
Nihon University
Nihon, Japan

It is well known that English has developed from a synthetic language to an analytic one. As shown in (1), the inflection of nouns and verbs can reveal the grammatical relationships and modal meanings in the earlier periods of English, whereas functional strategies such as word order, prepositions and auxiliary verbs are adopted to express them in the later periods of English.

(1) a. God þe sie milde. (Old English)
   b. *God you is merciful. > May God be merciful to you. (Present Day English)

The change is often attributed to the loss of inflections of nouns and verbs. But how have new systems been introduced? In this paper, through examining the historical change of the copular, passive and perfect constructions in English, I propose that several functional projections such as PredP (Projection of Predicate), PassP (Projection of Passive), and AspP (Projection of Aspect) emerged in the course of its diachronic change and the language has become more structurally dependent in order to compensate for the loss of inflections.

Though this study is primarily based on Generative theory, it is shown that the communicative interface plays a significant role as often mentioned in the Emergentist framework. Specifically, using the data from some historical corpora such as the YCOE and the PPCME2, I aim to reveal how the BE+PP(Past Participle) constructions have been established in the history of English.

A Study of English and Annang Clausesyntax: From the View Point of Grammaticality and Global Intelligibility

Susana T. Udoka
Akwa Ibom State University
Akwa Ibom State, Nigeria

This paper studies the syntax of clauses in English and Anaang languages. It describes the ways of combining and ordering grammatical constituents such as verbs and noun phrases to form a clause, taking cognizance of the syntactic variations that are inevitable in the patterning systems in the grammar of the two languages. To achieve this purpose, it applies the Universal Grammar Principles which are used as basic elements in the Systemic Functional Grammar model as a theoretical framework while Contrastive Analysis Hypothesis is used in order to establish similarities and differences which may be operational within the two languages. The results indicate that more than 85% of clause types identifiable in the two languages under comparison are similar and so could facilitate learning of the target language (English) by an Anaang bilingual
while the remaining 15% could be regarded as a mild difference which cannot impede communication and learning of English by an Anaang bilingual in a second language situation. The conclusion was drawn that since the margin of the difference is minimal, an arrangement for a remedial program would go a long way to bridging the gap of the difference between the two languages.

Contestation, Reification, and African American English in College Linguistics Courses

Quentin C. Sedlacek
California State University, Monterey Bay
California, USA

African American English (AAE) is a well-documented set of linguistic practices historically associated with African American communities in the United States (Rickford & Rickford, 2000). Research on AAE has played a central role in the development of English sociolinguistics, and many U.S. colleges and universities now offer instruction on this variety, often drawing on a small “canon” of relatively old and highly cited studies (Weldon, 2012; Wolfram, 2015). Many of these publications employ strategic essentialism to debunk racist stereotypes and raise awareness of the ways in which common U.S. language ideologies relate to structural racism (Hoover, 1976; Lippi-Green, 1997; Morgan, 1994). However, some scholars have expressed concerns about this strategic essentialism: while it may help to foster critical language awareness (Alim, 2005), it may also inadvertently reinforce essentialist notions of race (Morgan, 1994). In what ways and under what circumstances do college courses that include instruction on AAE enact either (or both) of these outcomes? This qualitative study analyzes interviews and surveys with students from a geographically diverse set of seven U.S. colleges and universities, including institutions that are 2-year, 4-year institutions, private, public, predominantly White, and historically Black. Student expressions of critical consciousness are explored, as well as their relation to reported encounters with strategic essentialism. Implications are discussed, both for future research and for pedagogy in college language and linguistics courses

On the Aspect Used in the Subordinate Clause of “This is the first time” in English

Hiromi Otaka
Kwansei Gakuin University
Hyogo, Japan

There are many fixed expressions in English. One of them is “This is the first time,” which is used especially in a colloquial setting. Grammatically, the subordinate clause placed after the fixed part should be in “Perfect” tense as shown below.

1. **This is the first time** (that) *I have seen* a panda.
However, Gerund and To-infinitive are also used erroneously as exemplified below.

*This is the first time (my) seeing a panda.

*This is the first time (for me) to see a panda.

This paper investigates the reasons as to why these mistakes are often made. Moreover, the reasoning behind the use of “Perfect” tense is also to be explored. If we are able to clarify this reasoning, there will be fewer students to make such mistakes as above. To this end, it may be useful to compare the relative clause of a superlative sentence as exemplified below with the subordinate clause of a sentence involving “This is the first time ~” as exemplified in 1.

2. This is the tallest boy I’ve ever seen.

These 1 and 2 seem to share something in common, i.e., the meaning of “extremity” in terms of either quantity or quality within the range comprising multiple factors to be compared with. It is the first experience of seeing a panda in his/her life in 1, while the tallest of the people he/she has ever seen before in 2. Note that both the types of extremity are possibly expressed by using “Perfect tense” without using a range marker such as “of/in.”

English Word Boundary Perception by Mandarin Native Speakers

Chiu-ching Tseng
George Mason University
Virginia, USA

This study contributes to the debate of a possible universal word-boundary cue and asks whether the glottal stop or stop aspiration is the prominent cue in both L1 and L2 English. Previous studies on word-boundary perception in English have reported a preference of prevocalic glottal stop cue (e.g., 'seen [ʔ]ice' vs. 'see nice') over word-initial aspiration cue (e.g., 'keeps [tʰ]alking' vs. 'keep s[talking]') both by native English speakers (Nakatani & Dukes, 1977) and by learners of English from various L1 background (Spanish: Altenberg, 2005; Japanese: Ito & Strange, 2009; French: Shoemaker, 2014). This study investigates English word-boundary perception by Mandarin learners of English, whose native language inventory contains aspirated stops, but not glottal stops. The question is whether their sensitivity to stop aspiration would cause them to prefer it in L2 word-boundary segmentation. Mandarin learners of English were tested with the stimuli containing pitch-manipulated English pseudo-words with either an aspirated stop or a glottal stop marking the word-boundary. The results showed that Mandarin speakers identified word-boundaries more accurately when the stimuli had glottal stops than when they had aspirated stops, despite the fact that their NL lacks a phonemic glottal stop. This outcome suggests that perceptual sensitivity to a certain acoustic cue in learners’ L1 does not help them use the cue readily in L2 word-boundary perception. The results also suggest that with other things being equal, a language instructor should insert the glottal stop frequently between words/syllables to train language learners’ word-boundary perception, and to enhance their L2 comprehensibility.
An Analysis of Lexicogrammatical and Semantic Features in Academic Writing by Japanese EFL Learners

Yumiko Mizusawa
Seijo University
Seijo, Japan

Many Japanese EFL learners have limited English writing skill although they have given more than six years of English language instruction in school. To explore this problem, much research has been conducted in this field; however, there are still many issues that need to be addressed. This study, therefore, attempts to examine the features of academic writing by Japanese EFL college learners from Systemic Functional Linguistic (SFL) perspective. SFL, which was developed by Michael A. K. Halliday, perceive language as a meaning-making system and provides three frameworks: metafunction, lexical density, and Rhetorical Unit Analysis (RUA). Metafunction is a way of capturing language from the perspectives of experiential, interpersonal, and textual meanings. This study focuses on experiential meaning to explore how students construe the world. In addition, lexical density is a means to measure written language, and RUA will clarify the semantic development of learners. Data will be retrieved from the International Corpus Network of Asian Learns of English (ICNALE), which includes more than 10,000 topic-controlled speeches and essays produced by EFL and ESL college students in Asia as well as students of English native speakers. Utilizing the ICNALE, this paper aims to analyze the argumentative essays written by EFL, ESL, and ENL learners. The results will highlight some critical issues for the writing skills of Japanese college students, and give implications for a new approach to the pedagogy of academic writing.

Japanese EFL Learners’ Structural Misunderstanding: ECM Passives in L2 English

Noriko Yoshimura
University of Shizuoka
Shizuoka, Japan

Mineharu Nakayama
The Ohio State University
Ohio, USA

Atsushi Fujimori
University of Shizuoka
Shizuoka, Japan

This study investigates how well Japanese EFL learners comprehend two types of raising constructions, the seem construction (1a) and the ECM passive (1b).

(1)  a. The boy seemed to the girl to have liked their English teacher.
b. The doctor is believed by the patient to have worn a white shirt.
The surface subject (the boy, the doctor) is raised from the infinitive subject position over the intervening phrases (to the girl, by the patient) to the tensed matrix subject position to receive a nominative case. Given that raising is difficult to acquire, both constructions are predicted to be equally difficult for the learners to understand. We tested this prediction in a survey experiment with the truth-value judgment task. Ten native speakers of English and 103 Japanese college students participated in the study. The learners were divided into three groups by their TOEIC scores (LOW n=36, TOEIC 410-515; MIDDLE n=37, 520-640; HIGH n=30, 650-855). Group mean accuracy rates (%) are 56.3, 50.7, and 57.5 in (1a), and 73.6, 82.4, and 94.2 in (1b), respectively. The prediction is not borne out because (1b) was easier than (1a). We interpret this outcome as the passive [be Ven] form misled the learners to erroneously analyze the ECM passive as that with passivizing the ECM object, instead of raising the infinitive subject. Since the passive [be Ven] form is explicitly taught via translation, unlike the seam construction, in the classroom, we conclude this is a negative consequence of form-oriented instruction.

Put Yourself in their Shoes: When Language Teachers become Language Learners

Irina Berger
University of Denver
Colorado, USA

Among many different forms of professional development ESL teachers can engage in, critical reflection is one of the formats accessible to all. John Dewey believed that “critical reflection is the most important quality a teacher may have and that it has much more impact on the quality of schools and instruction than the teaching techniques one uses” (cited in Quesada Pacheco, 2005). Since Dewey, the topic has been abundantly explored, including in the ESL field. IEP administrators are recommended to include reflective teaching in their programs in forms of peer observations, reflection journals, etc (Weston, 2015). However, none of these more familiar reflective teaching practices would be able to provide the teacher with insights about what it is like to be a language student. Horwitz (1988) writes "Teachers must show students by example and instructional practice the holistic nature of language learning ...". This would be a tall order if a teacher had never learned a second language. Even if they have, quite possibly, they did not need to think critically about their learning and how they were taught. This presentation is proposed by two IEP teachers who have taken foreign language classes for a year with the purpose of refreshing their experience as language learners in order to understand their own students better, increase their motivation, and ultimately become more effective teachers. They kept reflection journals and met periodically to discuss their observations. This presentation will offer highlights of their year-long endeavor.
Investigating the Interplay between Self-efficacy and EMI Success

Gene Thompson
Rikkyo University
Rikkyo, Japan

Samantha Curle
University of Bath
United Kingdom

Ikuya Aizawa
Heath Rose
University of Oxford
United Kingdom

English medium instruction (EMI) is a growing trend in higher education across the globe (Macaro, Curle, Pun, An, & Dearden, 2018), and preparatory (also known as foundation) programs have been introduced to aid L2-speaking students in developing the necessary skills for success in EMI. This presentation explores the role of self-efficacy beliefs as a predictor of EMI success and discusses the ways in which learner efficacy is developed for learners starting an English-mediated International Business Management program at a university in Japan. It draws upon direct measures of student EMI and preparatory course performance, along with questionnaires (n = 139) and interview (n = 7) data from second-year students. Multiple linear regression analysis found that L2 proficiency, preparatory course performance, and self-efficacy predicted success in the EMI course. Self-efficacy is theorized to develop via four primary means (mastery and vicarious experiences, social persuasion, and physiological response) and leads to greater effort (see Bandura, 1997). Our interview findings indicate that learners with stronger self-efficacy did put forth a greater effort and that the preparatory course structure provides opportunities for mastery under conditions that minimize negative affect. The presentation finishes with a discussion of classroom actions that can be used to support knowledge and self-efficacy belief development in L2-speaking students.

Building a Conceptual Model for Performing an Academic Oral Presentation: Cognitive Apprenticeship Approach

Kazuko Minematsu
Atomi University
Saitama, Japan

The purpose of this qualitative study is to investigate how student engagement in cognitive apprenticeship through the pair work activity helps build a conceptual model for performing an academic oral presentation in the EFL classroom. During the pair work activity, students exchanged advice and feedback with three different partners to make their presentations better.
After the pair work activity, the students answered the post-activity questionnaire concerning the four elements of cognitive apprenticeship approach (Collins, 2006; Dennen & Burner, 2008): (a) modeling, (b) articulation, (c) reflection, and (d) exploration.

This study reveals the following points: (a) As for modeling, the students began to build the conceptual model of the processes that are required to accomplish the task by showing their thinking processes to each other. (b) As for articulation, the students had the opportunity to play the critic or monitor role in cooperative activities in order to articulate their ideas to other students. (c) As for reflection, the students had the opportunity to compare their own presentations with their partners’ presentations, which might have led them to think about what should be done to improve their own presentations. (d) As for exploration, the pair work activity guided the students to a mode of problem-solving on their own, having them pose their own problems and think about how to solve them. This study shows that in the EFL classroom, where students interact with reciprocal learning exchanges, mutual encouragement and support through cognitive apprenticeship is critically related to building a conceptual model for performing an academic oral presentation.

Guiding Non-Native Speakers in Academic Writing

Kimberly Russell
University of Hawaii at Hilo
Hawaii, USA

Non-native writers of English face a number of challenges beyond being able to competently use the English language. This presentation will cover how to support students facing typical challenges for ESL academic writers, including difficulties understanding and effectively using academic research, unintentional plagiarism due to diverse views of what plagiarism is, as well as cross-cultural differences in academic writing conventions causing confusion for writers wishing to express themselves in academic English.

Maximizing Interlanguage Development through Collaboration: Does group size matter?

Joshua B Cohen
Kinki University
Osaka, Japan

The term interlanguage was first used nearly fifty years ago to describe a learner’s transition from their native language to their target language. Since then, teachers and researchers alike have struggled to answer two major questions associated with the theory: how to measure it and how best to facilitate it. This presentation focuses on the latter, offering an analysis of students’ preferences toward group work and the development of interlanguage while performing an interactive task. Participants in this study were arranged in groups of two, three, and four and asked to complete a series of collaborative tasks designed to stimulate interlanguage production. Preferences for working in groups was operationalized to assess attitudes toward traditional pair
work and group work using a modified Likert-type scale arrangement. Pre- and post-treatment surveys, student-written comments, and researcher observations were used to record changes in attitude and perception of group work while learning English over the course of a six-week period. An outline of how the various groups interacted together along with their preferences for group size will be presented.

**Bi-modal Learning, Theory and Practice**

*Dominic Cheetham*

*Sophia University*

*Tokyo, Japan*

Traditionally foreign and second language learning separates listening and reading. However, there is a growing body of research, which suggests that simultaneous, or bi-modal, reading and listening of the same text, not only has significant comprehension and learning advantages but is also very positively received by learners. Recent research covers same-language subtitled video and audiobooks, but the concept also includes music, live reading, and also non-linguistic visual or aural input such as illustration, video content, and movie soundtracks. In this presentation, I would like to review some of the current research and also introduce the concept of a superadditive effect. Neuroimaging research and conventional psychological and language learning research can be interpreted to argue that the data arriving at the language centers of the brain is greater than the combined visual and aural inputs. This superadditive effect appears to be a learned effect which, as it develops, results in better comprehension, better language learning, and also, ultimately, improves processing of mono-modal visual or aural input. To contextualize the theory, I shall introduce two language teaching programs using the bi-modal experience of English language children’s books. One is a university first-year program for Japanese students, the other is an adult beginning level course using picturebooks. It is argued that this kind of input is effective in pure learning terms, but also has strong motivational effects, not least in allowing learners to understand the material which, in mono-modal input, would be more difficult and therefore off-putting.

**The Effect of a 14-week CLIL Class on the Fluency of Advanced Level Japanese University Students**

*Jack Pudelek*

*Kwansei Gakuin University*

*Hyōgo, Japan*

The purpose of this study is to explore the effects on fluency of a 14-week CLIL film studies class on advanced level English learners at a Japanese university. Improvements will be examined by measuring utterance fluency and perceived fluency with pre- and post-tests. Utterance fluency being objectively defined by elements of actual speech such as speech rate, pausing and false starts. Perceived fluency refers to the level of fluency as rated by the listener (Lennon, 1990; Segalowitz,
CBL provides exposure to authentic input giving students examples of how to express their opinions in the target language and how to appropriately respond to different questions or comments depending on certain situations and contexts. It also gives the learners lots of opportunities for communication practice in authentic tasks. This CLIL course will also include an element of language-focused study to teach frequently used formulaic sequences, which learners can employ and practice repetitively in class discussions building up their proceduralization of the language (Dekeyser) and automatization, in theory leading to better cognitive fluency (Muller et al., 2014).

Contesting the terms of “Asian American Pacific Islander” and “Pacific Islander” in the English Classroom: Cultural Representation and Student Activism in Boston and Hilo

Leanne Day
University of Hawaii at Hilo
Hawaii, USA

This paper explores how teaching Pacific Island and Asian American Literature in the university classroom from Boston to Hilo reveals the contested comparative social frameworks students rely on to engage with Indigeneity and Asian American subject formation. Through comparison, I ask how we might better understand a flexible pedagogy required to situate cultural representation in each distinct location. Even further, by questioning the complex classifications of “Asian American Pacific Islander Studies,” “Oceanic Studies,” and the “Transpacific,” I examine how the situatedness of classrooms affect the validity of these terms and the ways in which they index student investment. I will first focus on the ongoing student-based activism at Brandeis University to develop an Asian American Pacific Islander Studies Program and the challenges to generate awareness. Then, I will discuss two courses I have recently taught: “Asian American and Pacific Islander Studies and Popular Culture” at Brandeis University and “Pacific Islands Literature” at the University of Hawai‘i at Hilo. I reflect on how these classes raised questions on the possibilities of Pacific Island and Asian American solidarities by demonstrating often pre-established familiarity with related student experiences. I suggest how the struggle at Brandeis University allows for the visibility of ongoing tensions among Indigenous Studies, Asian American Studies, and Ethnic Studies in order to reckon with how these questions of representation, literature, and settler colonialism might be understood in the context and classrooms in Hawai‘i.
Language Learning and Acquisition (SLA) in a Multilingual Environment: A Case of English and Anaang from the Universal Grammar Considerations on Research and Pedagogical Innovations

Edenowo T. Enang
Akwa Ibom State University
Akwa Ibom State, Nigeria

This paper takes a look at a Language Learning and Acquisition (SLA) in a Multilingual Environment, A Case of English and Anaang from the Universal Grammar (UG) considerations. To achieve this purpose, an exploration of the various processes in language learning and acquisition alongside the relevant theories have been sorted out and carefully accounted for. Two major frameworks are employed in this study: The Universal Grammar theory was applied in order to identify the core features that are present in the learner/acquirers’ first and second languages or the otherwise while the Contrastive Analysis model is employed in the description of the differences and the similarities of the features in the two languages. The findings of the study show clear similarities between the features of English and Anaang languages. However, major dissimilarities were also identified in the morphological and syntactic structures of the two languages. Conclusions were drawn that the dissimilarities in the feature patterns impede communication whereas the similarities facilitate communication. Recommendations were made including those for further studies, with emphasis on contrastive analysis as a relevant tool in language study.

Variations in Maguindanaon Language

Fhajema M. Kunso
Riceli C. Mendoza
MSU – Maguindanao /University of Southern Mindanao
Cotabato, Philippines

People who live in the same region and who seem to speak the same language still vary in some aspects of their language in terms of pronunciation, lexicon, morphology and syntax. This qualitative study described the phonological, morphological, and lexical variations of the Maguindanaon language among the ten Maguindanao municipalities. Purposive sampling, in-depth interviews, focus group discussion, and sorting and classifying of words according to phonological and morphological as well as lexical structures in data analysis were employed. The variations occurred through phonemic changes and other phonological processes and morphological processes. Phonological processes consisted of vowel lengthening and deletion while morphological processes included affixation, borrowing, and coinage. In the phonological variation, it was observed that there were phonemic changes in one dialect compared to another. For example, there was a change of phoneme /r/ to /l/. The phoneme /r/ was most likely to occur in Kabuntalan like /biru/, /kurIt/, and /kƆmʌɾ/ whereas in the rest of the dialects these were /bilu/, /kurIt/.
/kuI!I/, and /k%mAl/ respectively. Morphologically, the affixation was the main way to know the tenses. For example, the root sarig (expect) when inserted with im becomes simarig, i.e. s + im + arig = simarig (expected). Lexical variation also existed in the Maguindanaon language. Results revealed that the variation in phonology, morphology, and lexicon was observed to be associated primarily with geographic distribution.

**Incidental Focus-on-Form Characteristics Influencing Learner Uptake: Formulaic vs. Non-formulaic Forms**

*Leila Gholami*

*Arizona State University*

*Arizona, USA*

A substantial number of studies have investigated the efficacy of incidental focus on form (FonF) gauged mainly through uptake in communicative-oriented activities and linked learners’ uptake of linguistic forms to their second language learning. Uptake and the characteristics predicting uptake have been extensively examined in terms of grammar, vocabulary, spelling, and pronunciation (non-formulaic forms). However, formulaic sequences (FSs) including idioms, collocations, lexical bundles, and compounds (formulaic forms) have received little attention in research on FonF. To address this research gap, especially considering the nature of FSs as self-contained units of meaning and their pervasiveness in natural language use, this study examined uptake and the characteristics influencing uptake in relation to formulaic vis-à-vis non-formulaic forms. The data included 36 hours of audio-recorded learner-learner and teacher-learner interactions in primarily meaning-centered instruction from three advanced adult English as foreign language classes. The findings indicate that while teachers raised learners’ attention to non-formulaic forms more frequently than formulaic forms by roughly twofold, learners produced more uptake and successful uptake when they focused on FSs. This finding could be attributed to the relatively higher noticeability, saliency, and significance of FSs for learners compared to non-formulaic forms. Additionally, the results of logistic regression analyses demonstrate that several FonF characteristics such as the timing of FonF, types of corrective feedback, etc. predict the occurrence of uptake and successful uptake in formulaic vis-a-vis non-formulaic FonF. This study expands the scope of FonF studies, and the findings offer insights into the pedagogical treatment of formulaic language in incidental FonF.
The Impact of First Language Transfer on the Use of English Prepositions by Arab Learners

Marwan Almuhaysh
King Saud Bin Abdulaziz University
Ohio University
Ohio, USA

This study examined the misuse of English prepositions by Arabs and studied whether it is a cause of L1 transfer. Despite the effort to study the L1’s transfer effect on the use of prepositions, none of the previous works correlated the English proficiency level of the learners with the type and number of errors committed by students. I argue that the level of language transfer’s effect varies from one learner to another depending on the learners’ English proficiency. To prove this claim, I targeted subjects who are beginner, intermediate, as well as advanced English learners studying English in Saudi Arabia. The study revealed two findings: first, students with higher English proficiency levels perform significantly better than those with lower proficiency levels, which indicates the higher the proficiency level of students, the less of an influence the L1 transfer has on the L2 acquisition. Second, prepositions are misused by Arabs because of several reasons some of which are the inexistence of an English preposition in Arabic, the different functionality of a preposition across the two languages, and the different meanings that a preposition conveys in English and Arabic. In order to reduce the occurrence of such errors, the similarities and differences between English and Arabic prepositions should be pointed out to the lower level students to improve their linguistic awareness. This study benefits EFL and ESL teachers to Arabs to understand why such errors are committed and how to help learners overcome such linguistic difficulty.

Assessment of the Reading Habits of Undergraduates in a Nigerian University

Akabuike Ifeoma Grace
Chukwuebuka Odumegwu Ojukwu University
Igbariam campus
Anambra State, Nigeria

Undergraduates in developing countries like Nigeria where English is used as an official language and the medium of instruction, are experiencing a lot of difficulties because of their poor reading culture, and lack adequate learning facilities evident in their abysmal performance in their studies. This study examined the effects of the reading habits of the undergraduates, explained the causes of the poor reading culture among students, provide a critical overview of the teaching and learning of English as the language of instruction, evaluation of the teaching and learning of the English language in Nigeria and it’s implications this dearth of reading culture on national development. A total number of one hundred students of two faculties in Chukwuemeka Odumegwu Ojukwu University Igbariam campus were selected as subjects. The subjects were exposed to a reading test, a questionnaire was designed and administered and some of the subjects and their teachers
were interviewed. The study revealed among other things that the students have a negative attitude to reading, social media has an adverse effect on reading and that reading habit has significant effects on the academic performance of the students. Recommendations on the way out are preferred.

The Influence of Animacy on the Acquisition of Subjects in English

Koji Suda  
University of Shizuoka  
Shizuoka, Japan

Tomohiko Shirahata  
Shizuoka University  
Shizuoka, Japan

Hideki Yokota  
Shizuoka University of Art and Culture  
Shizuoka, Japan

Takako Kondo  
University of Shizuoka  
Shizuoka, Japan

Mutsumi Ogawa  
Nihon University  
Tokyo, Japan

Yuiko Ito  
Nanzan University  
Nagoya, Japan

In SLA studies, the acquisition of subjects by Japanese learners of English (JLEs) is often investigated, and it is suggested that JLEs have difficulty in distinguishing between subject and topic noun phrases (NPs), and ungrammatical English sentences like (1) where a topic NP is used in the subject position are sometimes regarded as grammatical (Kuribara, 2004; Mizushina & Magara, 2007; Shibata, 2006; Shirahata, 2015; Tsubokura & Nawata, 2008; Umehara & Tominaga, 2014).

(1) a. *John is a soccer club.
   b. *My tooth is a cavity.

This study examines the question whether or not JLEs can distinguish between subjects and topic NPs in English. Participants were 69 university students in Japan, and they were divided into two proficiency groups, H and L, based on their TOEIC scores. Two types of English sentences were used. T1 was that “is” was wrongly used instead of general verbs as in (1a), and T2 was that “is”
was wrongly used instead of “has” as in (1b). We used a grammaticality judgment task. The results revealed that the H group more correctly judged the grammaticality and that both groups of JLEs correctly judged the grammaticality of T1 (78.3%) more often than that of T2 (50%). Both types of English sentences have the same topic construction, but JLEs differently judged the grammaticality, so it is considered that the syntactic explanation only cannot be applied to the results of this study. Then, our presentation will discuss the influence of animacy information on the acquisition of subjects in English.

Multilingualism in the Classroom: Out of Minds and into Practice

Kate Paterson
Western University
Ontario, Canada

Despite ongoing academic debate on the use of students’ home languages in the classroom, educational policy and practice continue to operate as though monolingual teaching (in English-medium and ESL classrooms) or rigid separation of languages (in bilingual or immersion programs) has been established as self-evident and essentially common sense. This is apparent in how mixing between languages is discouraged, only standard forms of languages are considered legitimate, and instructional strategies often fail to recognize the ways bilingual students use language in out-of-school contexts. Making space for students to use all the linguistic resources they have developed equips them with the tools they need to engage with complex material alongside their monolingual English classmates. This paper uses translanguaging as a sociolinguistic and psycholinguistic theoretical lens to frame bilingualism in ways that stray from traditional theory. It proposes that, through a translanguaging lens, educators can formulate and enact innovative instructional approaches that lead to more equitable academic outcomes for English learners at school. In an era of unprecedented cultural and linguistic diversity, more teachers than ever before are providing direct instruction to English learners. This paper encourages educators not to approach this work as a challenge but as an opportunity. It advocates for adopting a language-as-resource rather than a language-as-problem mindset. It explores what might happen if deficit-based pedagogies are rejected in favor of ones that recognize and celebrate English learners’ achievements and unique contributions.

Activating the 6 Principles through Teacher-Created Games

Rita Naughton,
Southern New Hampshire University
New Hampshire, USA

The purpose of the session is to present multipurpose board game templates, which teachers can readily use and easily adapt to their classrooms. The board games support L2 education by
engaging learners in meaningful play that targets grade-level curriculum, vocabulary, grammar, speaking, listening, reading and writing activities. The board game templates feature a BINGO, Snakes & Ladders, Wheel, and Jeopardy. The templates are based on the current practices and research conducted by researchers behind the creation of “The 6 Principles for Exemplary Teaching.” The following 6 principles can all be addressed, practiced and acquired through these games: know our learners, create exciting conditions for language learning, design subsequent lesson activities to further language development, function in a versatile and adaptable manner, monitor and assess the learners’ language development, and be a conduit for engaging and collaborating with communities of practices within the school community. The session begins with reviewing the literature on the 6 principles and board-game use, presenting the board games, and showing pictures of students playing these games. The session will present four templates, demonstrate applicability and versatility and report language learners’ game experiences and testimonials. The teaching strategies targeted in each board game, the connection to the 6 principles’ teaching goals, and the evidence of the effectiveness of these board games will be revealed. The targeted educational context is academic and can be adapted to K-12 instruction as well as post-secondary.

Expanding Contexts for Multilingual Students through Literature Discussion Forums

Ekaterina Arshavskaya
Utah State University
Utah, USA

Grounded in the interpretative practice with text framework proposed by Kramsch (1995), this session proposes a series of instructional units involving texts written by expert multilingual writers and facilitated by online students’ discussions of literature. While the benefits of this approach have been established through research, instructional materials involving the voices of multilingual subjects are only beginning to emerge. In this session, participants will be acquainted with a series of texts produced by expert multilingual writers which serve as models for undergraduate college writers enrolled in an advanced-level writing course at a U.S. university. The texts by Amy Tan, Sandra Cisneros, and others address the issues of belonging, language, and home country, and in this way, can be particularly relevant to multilingual students who can relate to many of the experiences described in these narratives. A new technological feature facilitated by an online learning management system (Canvas) allows the instructor to share selected texts digitally with learners who can post their comments on the texts in this collaborative digital environment. Moreover, the instructor can highlight certain passages and/or words that are of special importance for the in-class discussion. Having shared their opinions online with each other and the instructor, the students come prepared to discuss themes and new vocabulary from the assigned texts in the class. Overall, this session allows participants to learn about expanding contexts for their multilingual students in terms of reading, interpreting, and engaging with model multilingual texts online.
Family Member Roles in Multilingual Immigrant Families’ Child Language Development

Analee Scott
Mary Jeannot
Gonzaga University
Washington, USA

With a rapidly growing demographic of children of immigrants (COI) in the US (doubled 1990-2017), the US education system needs heightened sociolinguistic awareness and adjusted language norms to better serve our many multilingual, multicultural students and families. The current landscape of language acquisition theory, TESOL and family language policy research is rooted in sociocultural, context-based approaches to language and requires investigation of the various factors that impact children of immigrants’ language development. Our ethnographic study analyzes the family language dynamics of four immigrant families: two Korean, one Filipinx and one Latinx. In-depth, retrospective interviews with each adult child and parent questionnaires were used to determine each family’s implicit and explicit language policy and the resulting impact on child language development. Interviews and questionnaires were analyzed by the researchers using discourse analysis and grounded analysis, then taken back to participants for collaborative triangulation. Our family language policy findings suggest that children of immigrants create various subcultures defined by fluid social, linguistic and cultural identities. Important sociolinguistic questions and outcomes, such as which registers (especially elders vs. peer-group) develop in which languages and how language proficiencies tend to rise and fall over the course of a COI’s life, must be understood by the schools meant to educate and prepare all students for a globalized future. Challenging monolingual standards in education move one of many US institutions toward equitable service of our nation’s many multilingual children and families.

Silenced Victims in Palestinian Literature

Lisa M. Tucker
Vandana Nadkarni
Raritan Valley Community College
New Jersey, USA

The purpose of this global presentation is to highlight from quadril-disciplinary perspectives—gender studies, cultural studies, psychological studies and historical studies--the silenced victims of society. The main question this presentation will address is: In today’s society, to what degree does a woman, any woman, or a doctor, especially one of color, have concerning the medical procedure of “artificial insemination”? As scholars, we ponder whether a woman or a medical specialist should have the final say about a woman’s body. What would a “civil discussion” between male and female mean in this context? This dialogue invites an audience to consider
whether, instead, two males—a husband and a wise elder—should take control of the decision. Why does this topic matter? Ultimately, a woman should always have control over the body politic yet she most often does not. Can activists play a role? Who can and should change the way women are viewed by their husbands, male doctors, male society? More importantly, when will women begin to make their own decisions, regardless of perceptions of the “dominant” culture in any patriarchal culture? This presentation, though a mature subject, is designed for any adult audience—any gender and any culture. As with the feminist approach, such a reading will cause males to take pause. From a cultural perspective, audience members will think about the role males play in their culture. When “males” take control, what historical stance and psychological makeup is pushing this agenda? Further, what if a couple’s inability to become fertile is because of the male counterpart? Is a male forcing a decision merely face-saving? Two faculty members, one in English and one in Art History, have selected to present a reading in dramatic form. The reading is an excerpt from Sperm Count, written by Stephen Orlov, from the text Double Exposure: Plays of the Jewish and Palestinian Diasporas (2016) co-edited by Samah Sabawi and Stephen Orlov. Our emphasis, as expressed through our reading, will spur an audience to raise questions about a multiplicity of ideals. All in all, why are people so set in their ways and deliberate in their actions?

The Role of English Language Teaching in Internationalizing Japanese Higher Education

Bradley D. F. Colpitts
Kwansei Gakuin University
Hyogo, Japan

This presentation explores ongoing research by the presenter regarding the efficacy of internationalization initiatives being undertaken in the Japanese higher education (HE) context, with particular reference to the role of English language education in these endeavors. Japanese HE is facing a number of challenges, with neo-liberalization policies having opened the HE sector to a greater number of institutions, just as the domestic student population declines and competition to attract foreign talent increases throughout Asia. The presenter will leverage his own experience as an educator in Japan for over a decade and ongoing research into postsecondary leadership to offer some unique insight on this issue. In particular, the presentation will outline how deficiencies in English language pedagogy have created a number of challenges; among them is the segregation of local and exchange students and academics on campus, a lack of progress in educational reform, and limitations for Japanese students and academics wishing to participate fully in the global knowledge economy. Those involved in higher education English education, HE leadership or internationalization, or others from outside of HE interested in the implications of the overlap between internationalization, educational reform and English as a lingua franca may find this presentation insightful.
Developing a Longitudinal Multi-modal Learner Corpus: A Pilot Study

Gavin Brooks  
Jennifer Jordan  
Kwansei Gakuin University  
Kobe, Japan

At the International Learner Corpus Symposium, (September 29, 2019, Kobe University) Tony McEnery highlighted the lack of both longitudinal and multi-modal learner corpora as significant gaps in the field of corpus linguistics. This presentation describes a small-scale study intended to begin to address this gap by tracking a group of L2 English learners (n = 46) over a semester and across three modes of communication: academic writing, academic presentation (written for speaking), and academic discussions (speaking). This pilot study builds on existing studies of lexical diversity to determine to what extent learners' L2 vocabulary affects lexical diversity across three modes of production. To do this the researcher examined the relationship between first-year students’ L2 vocabulary size, as measured by Webb, Sasao, and Ballance’s (2017) updated Vocabulary Levels Test (uVLT), and the lexical diversity of their academic writing, presentations, and discussions, as measured by McCarthy’s (2005) Measure of Textual Lexical Diversity (MTLD). The results showed that even learners with higher scores on a test of receptive vocabulary knowledge (uVLT) tended not to use those words in their academic writing and presentations. As a result, there was no statistically significant correlation between students' uVLT scores and the lexical diversity of their writing or presentations. However, the analysis did show a statistically significant correlation between vocabulary knowledge and the lexical diversity of academic discussions. The presenters will discuss these findings and how this pilot study will be used to inform the construction of a larger longitudinal multimodal corpus.

Deployment of Deictic Expressions and Gestures as Pivotal Resources in Second Language Guided Tours

Yuri Hosoda  
David Aline  
Kanagawa University  
Kanagawa, Japan

This study analyzes the achievement of mutual orientation to focal objects by guides and visitors in the second language (L2) guided tours through the methodological approach of Conversation Analysis. It builds on research in diverse mobile situations, focusing on the 'mobility turn' as a semiotic resource (e.g., De Stefani & Mondada, 2014; Haddington, Mondada, & Nevile, 2013; Hosoda & Aline, 2018). The data consist of a number of video-recorded L2 tours: one 90-minute South Korean tour and one 120-minute Antwerp tour, both in English; a 40-minute Taiwanese university campus tour in Japanese; and five 30-minute mock tours on a Japanese university campus conducted by students as an English language course assignment. The data were transcribed following the transcription conventions used in Conversation Analysis (Atkinson &
Heritage, 1984) and analysis was conducted while examining both the original videos and transcripts. The analysis focused on sequences in which the guides and visitors stopped to discuss objects. These sequences revealed that initiation of attention to focal objects was achieved through deictic expressions and gestures accompanied by bodily orientation (e.g., cessation of forward movement, body rotation, gaze orientation, and haptic manipulation of objects). The findings were consistent throughout the data. Even for the student data, regardless of language proficiency, tour participants effectively utilized deictic resources to draw group attention. This study demonstrates the significance of deictic expressions and gestures along with bodily orientation for conducting, participating in, and learning how to do second language tours. Implications for students learning English through mock tours will be discussed.

**Teachers’ and Students’ Attitude towards Reading and Writing as Correlates of Secondary School Students’ Achievement in the English Language in Benue State, Nigeria**

*Titus Terver Udu*

*Benue State University, Makurdi,*

*Benue State, Nigeria*

This study tested the null hypothesis that teachers’ and students’ attitudes toward reading and writing do not simultaneously predict students’ achievement in the English language in secondary schools in Gboko area of Benue State, Nigeria. It adopted a correlational survey research design, which is suitable for the nature of the research problem. All students and teachers in public and private schools in the study area during the 2018/2019 academic session formed the study population, from which a sample of 492 students and 38 teachers involving 18 schools was drawn. As for data collection, the researcher developed and utilized the English Language Students’ Attitude Scale (ELSAS), English Language Teachers’ Attitude Scale (ELTAS) and Reading and Writing Achievement Test (RWAT). An estimate of internal consistency was obtained through Cronbach’s Alpha and Kuder Richardson’s reliability methods and found to be 0.76 for ELSAS, 0.68 for ELTAS, and 0.81 for RWAT. Data analysis was carried out using multiple regression statistics. Findings revealed that both English language teachers and students have a positive attitude towards reading and writing ($F_{3, 489} = 0.06$, $p<0.05$). This implies that attitude to reading and writing correlates substantially with students’ achievement in the English language. However, compared to teachers, students demonstrated a more positive attitude towards reading and writing. It was recommended that teachers should plan reading and writing instruction that can help students develop positive attitudes right from their formative years.
Decoding the Dots in Computer-Mediated Discourse: To What Extent Do L1 and L2 Readers Differ?

Enid Lee
Okinawa International University
Okinawa, Japan

This paper investigates the extent to which L1 and L2 readers differ in their decoding of non-linguistic/non-verbal cues in computer-mediated discourse (CMD). It focuses specifically on the pragmatic inferences L1 and L2 readers derive from the dots (also known as “ellipsis marks” or “repeated full stops”) in email messages. Despite their pervasiveness in CMD, both synchronous and non-synchronous, the dots, which have no fixed length, no clear semantic content, and no grammatical relationship with any word of the utterance in which they occur, could easily be overlooked or misinterpreted. In traditional written genres, the dots are used mostly to represent interruptions or silent pauses in speech. CMD researchers have identified several additional functions such as floor management, hedging, mitigation, and signaling disagreement, hesitation, or topic changes (e.g. Darics, 2012; Ong, 2011). Depending on the context in which they occur, the dots may serve multiple purposes simultaneously, which poses significant challenges for the reader. The aim of this study was to explore similarities and differences between L1 and L2 readers in making sense of the dots and consider possible causes of mis-decoding. Data for this study were collected via a written questionnaire about 30 Japanese email utterances. The utterances, each containing an occurrence of the dots, were randomly chosen from email messages composed by multiple senders, all of whom were Japanese L1 users. Participants (n=41) were asked to provide an answer to four questions about each of the utterances. Their responses were analyzed and compared qualitatively and quantitatively.

An Empirical Study on Students’ Feedback, Psychology, and Evaluations of Teaching, Technology and Curricula for English Language Learning in the Top North American Universities

Nazia Hussain
State University of Bangladesh
Dhaka, Bangladesh

Ishtiaque Hussain
Pennsylvania State University – Abington
Pennsylvania, USA

In almost all North American universities, after each semester students participate in formal, institutional Student Evaluation of Teachings (SET) and provide anonymous feedback and comments for their instructors and courses on the teaching effectiveness, curriculum, technology, and teaching methodology, etc. These evaluations are crucial as many universities use them for their faculty salary adjustment, tenure and promotion decisions. Today many universities publish
the numeric SET scores of different teaching aspects of their faculty. However, only a handful of people, including the respective instructor, department head and dean have access to the actual students’ comments and feedback and therefore these remain private. As a result, they cannot be collectively utilized to understand the students’ psychology, sentiment, perspective and expectations of their instructors, curricula and teaching materials, etc. On the other hand, online third-party SET platforms like RateMyProfessor.com (RMP) are public and host a tremendous amount of data that can be used in this regard. We have built a web crawler for RMP and collected SETs for the popular English instructors (with at least 10 students’ reviews and overall rating score of 3.5 out of 5.0) from the top 20 U.S. and Canadian universities yielding more than 17,000 students’ comments for over 800 English instructors. Our empirical study presents the students’ perspective of the common characteristics of the popular, effective English instructors, the technologies and teaching methodologies they use in the classroom and the student comments’ sentiment analysis. Our web crawler, scripts, and collected data will be public for use in future research.

The Usage of Virtual Reality during Information-Gap EFL Activities

David McCurrach
Michael D. Smith
Kwansei Gakuin University
Hyogo, Japan

Experiential learning, or ‘learning by doing’, is a core principle of constructivist education, either via contact with others or through physical-mental interactions with learning environments. In particular, Virtual Reality (VR) holds the potential to provide meaningful learning experiences by simulating contextual situations while simultaneously facilitating both social and physical interactions. The utilization of VR remains, however, somewhat nascent within the sphere of language education, and as such, requires careful consideration and planning before widespread classroom adoption becomes normalized. Against this background, it is the purpose of this presentation to communicate the potential for VR to deliver stimulating collaborative information-gap activities that enhance the language learning experience within synthetic-immersive contexts. Specifically, the capabilities of the Oculus Quest self-contained VR headset will be outlined by disclosing the background, implementation, and results of a small-scale enquiry in which tertiary-level Japanese English language learning participants utilized VR to navigate the commercial software package Keep Talking & Nobody Explodes. Key findings indicate that the convergence of VR and non-ELL-originating game software constitutes a practical, digitally-mediated, information gap intervention that, in keeping with the principles of constructivist inquiry, occasions learner autonomy, collaboration, and student-led resolution. More distinct to the VR method, however, is the presence of contextual learning that transports learners to situationally-relevant environments, and the accompanying sense of presence that allows them to experience temporary existence within this “world.” It is this condition of multi-modal learning that validates VR as an attractive and unique pedagogical instrument and an exciting focus for future investigation.
Dissertation Writing: Perception and Challenges Faced by University Students

Deepak Sitaula
Badri Bishal Secondary School
Dhading, Nepal

This research work aims at exploring the perception of research report writing of university students and investigating their academic writing problems. It also investigates the strategies employed by them to overcome their academic writing difficulties. For this purpose, the researcher used a set of questionnaires as a tool for data collection. The data were collected from a total of thirty M. Ed. level students of the Department of English Education at University Campus, Kirtipur, Kathmandu, and then analyzed quantitatively and qualitatively. The majority of the respondents have experienced difficulty in writing a thesis and provided various opinions on thesis writing. The overall findings of the survey revealed that university students writing theses in Nepal face problems in relation to the selection of the problem, reviewing the related literature, choosing the appropriate methodology, structuring and organizing the requirements of the dissertation, citing and referencing the relevant information and maintaining smooth supervisory relationships. Despite having problems with various aspects of dissertation writing, they negotiated with supervisors, read extensively in their disciplinary areas, accessed the internet and visited student learning centers to overcome the challenges they faced in the process of writing.

Teaching Students How to Write a Literature Review

Michael Mondejar
International University of Japan
Nigata, Japan

Many tertiary-level students, particularly those who speak English as a second or foreign language, struggle with academic research paper writing. This is especially true when it comes to writing a literature review, which requires learners to summarize and synthesize outside sources to support and inform their research. Teaching students how to structure and write a literature review, therefore, requires a principled approach that provides instruction on respecting academic norms, such as proper attribution of ideas. However, given the difficulty of the task of writing a literature review, the approach must also provide hands-on, systematic guidance to learners. To this end, the presenter will share such an approach that has been developed at his teaching context, an international English-medium university in Japan. In particular, he will demonstrate how to set up a literature review matrix on a spreadsheet program, add and organize information from sources into the matrix, and code and tab that information. He will also discuss how he incorporates the matrix in his graduate-level research paper writing class, and how he teaches students to create their own matrices for their own writing needs. This presentation may be of interest to tertiary-level academic writing instructors and learners, as well as researchers who struggle with literature review writing.
An Analysis of English Argumentative Essays Written by Japanese University Students Focusing on Rhetorical Structures and Logical Anomalies

Miho Yamashita
Ritsumeikan University
Kyoto, Japan

Numerous studies have investigated organizational patterns of English texts written by Japanese university students and L1 interference in second language writing. There have been few studies, however, that have attempted to clarify the nature of rhetorical anomalies observed in such texts and the reasons behind them. In order to identify these anomalies, this study investigated 60 English argumentative essays written by Japanese undergraduate students at three different English proficiency levels. The analytical frameworks used for this study include 1) Structural-Functional Analysis, 2) Keywords-Chain Analysis, 3) Metadiscourse Markers (Hyland, 2005) Mapping, and 4) Rhetorical Structure Theory (Mann & Thompson, 1988). This presentation describes the details of these frameworks, and both quantitative and qualitative results obtained from the analyses. The results showed that the logical structures of Japanese students’ essays were typically not hierarchical and several types of discourse-level coherence errors were identified, including 1) irrelevant ideas, 2) sudden topic shift, and 3) incomprehensible sentences. The present author further investigated students’ English essays with close reference to their comparable essays in Japanese. It showed that the errors observed in their English essays could be attributed to the nature of their L1 discourse patterns or conventions in writing. The analysis yielded some useful insights as to how we should teach our students how to write a coherent text. The author firmly believes that the bilingual approach in writing can raise the awareness of both L1 and L2, which inevitably improves L1 and L2 writing skills of the students.

In-Role Task-Based Learning for Experiential Learning: Creating a Clear Framework for Process Drama for Language Teaching

Aya Kawakami
Aichi Shukutoku University
Nagoya, Japan

Process drama (PD), an approach to teaching where students and teachers work in and out of role to explore a wide range of themes and issues, has been utilized in subject areas such as literature, history, creative writing, and language. Research in PD for language teaching has indicated that PD could potentially be a powerful approach, particularly in countries where the language taught is not spoken, for experiential learning. It has been shown to allow students to explore different power dynamics and situations, emotion, conflict, as well as creative and spontaneous use of the target language, better-preparing students for real-world situations. In addition to these skill-based benefits, PD aids the development of critical thinking and empathy, essential for global citizens. Despite these benefits, it remains a relatively minor approach, particularly in Asia. Research indicates that many non-practitioners view PD to be daunting and overly complicated, requiring
theatre skills on the part of the teacher, perhaps due to its name including the word ‘drama’. One possible solution is to apply a well-established framework, such as task-based learning, to the approach to make it more relatable to language teachers and help potential practitioners to see that the approach is not an overhaul of their teaching toolbox, but a slight tweaking of methods already used commonly in the language classroom. This presentation posits that PD is essentially a task-based teaching approach, which uses fictional situations and characters to create purposeful learning opportunities.

**Case Study on Cultural Interference on Language Learning and Teacher Acknowledgement and Adaptation**

*Frederick Navarro Bacala*  
*Yokohama City University*  
*Kanagawa, Japan*

Cultural interference acknowledgment can be difficult to acknowledge. The purpose of this multi-case study is to examine teacher acknowledgment of cultural interference, to assess if they are aware of it, and to assist educators in becoming aware of it. The case study involved questionnaires and interviews with American educators based in the United States, Japan, and other countries. The data gathering method used in questionnaires and interviews were 5 open-ended questions. The participant had to answer them in short paragraph answers of detailed responses. The total number of questionnaires received and used for the research was 11. The questionnaires were received from the United States. The participants were currently employed in a college or university in the U.S. The total number of interviews conducted was 10. Half of the interviews were from educators in an American university located in Japan, and the other half of the interviews were from a Japanese public university. Analysis of the research was done through thematic analysis. Codes were established from the data and analyzed. A demographics supplement was given, in addition to conducting the questionnaires and interviews, to assess more information about the participant’s age, teaching experience, experience teaching abroad, and education level. This information was deemed important in conducting the research. Significant findings were gained from the research. The number of years teaching abroad was an important factor in whether educators can understand cultural factors having an impact on second language fluency.

**English Language Teaching Reform in a Japanese Science University**

*Stephen Jennings*  
*Tokyo University of Science*  
*Tokyo, Japan*

My research considers an example of English language teaching reform in the context of internationalization in a university in Japan. Research questions enquire into institutional policy,
teacher perceptions of the reform and the extent to which there have been changes in teaching practice. I take an interpretive stance and conduct a qualitative case study. I gain insight into the wider social processes of a purposely chosen group of seven Japanese English teachers. I employ an ethnographic perspective on data gathering with 1) institutional documents regarding English language teaching reform and other ethnographic material, 2) field notes taken during classroom observations; and, 3) a theme analysis of semi-structured interview transcripts. Findings suggest there has been a move towards 1) the implementation of communicative language teaching activities with a large increase in the number of oral English courses, 2) a more student-centered approach; and, 3) the introduction of oral communication activities on a trial-and-error basis. I contend that the findings are relevant to educational theory in illuminating the extent to which perceived negative attitudes towards ELT reform may be mitigated through constructive engagement. Moreover, in terms of educational practice, the study of participants’ apparent attitudes and beliefs may be analogous to other groups of teachers engaging with foreign language education reforms. Future investigation into educational contexts is viewed as interrelated systems. This type of research will provide insight into how educators mediate national and institutional policy initiatives in order that they be suitable for local contexts.

For Better or for Worse, It’s an Individual Fight: English Teachers’ Struggle with Japan’s National Curriculum Reforms

Masako Kumazawa
J. F. Oberlin University
Tokyo, Japan

The dominant discourse of English as the language for global communication has changed English education in many parts of the world. In some countries including Japan, national-level curriculum reforms have been implemented largely for political, rather than genuinely educational, interests, and there are unfilled gaps between the imposed policies and the school and the classroom level practices (Butler & Ino, 2004; Humphries & Burns, 2015; LoCastro, 1996; Nishino, 2012; Taguchi, 2005). This presentation reports on a study of Japanese secondary school English teachers’ responses to the national-level educational reforms in Japan, where the ideology of English as a means of global communication is being emphasized. A major part of the data comes from interviews with two experienced and two early-career secondary school English teachers and field notes from the presenter’s visits to the teachers’ schools. Employing a “critical ethnographic perspective” (McCarty, 2011), the presenter will analyze the data with reference to the governmental policy documents to understand how the policy texts were implemented in the local practice. The interpretation of the four teachers’ voices and experiences from a critical language policy perspective (Pennycook, 2002; 2006; Tollefson, 1991) will illuminate various issues surrounding the politically driven English curriculum reforms, including organizational problems at Japanese schools. The findings will hold relevance to other ESL/EFL contexts beyond Japan as they highlight the complex social and cultural process of nation-wide curriculum innovations.
The Lexico-Morphosemantic, Structural Variation and Change of Mandaya Courtship and Marriage Rituals

Alfel E. Obguia
F. Bangoy National High School
Davao, Philippines

The study delved into the lexico-morphosemantic and structural variations and changes of Mandaya courtship and marriage rituals as they are practiced in the past and the present time. It also sought the reasons for the variations and changes of the rituals and the insights of the Mandaya people on this phenomenon in their culture, ethnic identity, including their hopes and aspirations in the preservation of their culture. The study employed an ethnographic qualitative research design with 21 participants involved in in-depth interviews and focus group discussions. It is revealed in the study that there are variations and changes as to the lexico-morphosemantics and structures of the courtship and marriage rituals then and now. There were three major themes that emerged on the reasons and variations of the rituals such as language stance, language contact, and social indicator. The study also underscored six major themes on the insights of the participants to the variations and changes of the rituals namely language vitality, language choice or preference, language attitude, the celebration of IP day, language solidarity, and availability of materials. The variations and changes were attributed to religion, migration, intermarriage, and the influence of technology and social media.

Rethinking the 4/3/2 Activity for Fluency and Accuracy Development

Steven Kirk
David Casenove
Chiba University
Chiba, Japan

The 4/3/2 activity has been well-researched as an effective classroom activity for building students’ fluency in a second language (Nation and Newton, 2009). The basic model of this activity involves learners giving the same talk three times to different classmates, often with increasing time pressure. Although this activity has been shown to improve measures of students’ fluency, even beyond the duration of the activity itself (DeJong and Perfetti, 2011), it has been criticized by Boers (2014) for reinforcing errors that occur in students’ speech. The current study seeks to examine whether feedback on grammatical errors during the course of the activity may help learners to address accuracy issues while maintaining the gains in fluency that are typically observed with this activity. This study was comprised of two separate experiments that test different methods of feedback. In one experiment, twenty Japanese learners of English at the university level gave two 2-minute talks in one session, and then later transcribed their own speech while noting and correcting any obvious grammatical errors they found. In the following class, they repeated the speech two more times. In the second experiment, sixty Japanese learners of English at the university level gave two 2-minute talks, with half of the learners (the experimental
group) listening to their speech for grammatical errors between the two talks. It was found that
self-transcription had better outcomes in terms of effects on grammatical accuracy without having
adverse effects on fluency measures.

Using Student-Created Rubric

\textit{John Howrey}
\textit{Nanzan University}
\textit{Nagoya, Japan}

Students sometimes do not comprehend how they are evaluated or use that knowledge to help them
plan or review their own writing. One method to engage and motivate students is to involve
students in designing their own rubric. Not only will this help students understand how they are
being evaluated, but it will also help them become more independent writers. This presentation
will explain the benefits of student-created rubrics and explain how it was implemented at a private
university in Japan. The author will compare the results of two writing classes where one class
designed its own rubrics and the other did not.

Promoting Higher-Order Thinking Skills in EMI Courses in Japan

\textit{Todd Hooper}
\textit{Setsunan University}
\textit{Osaka, Japan}

The focus on English-medium instruction (EMI) at universities in Japan has grown due to recent
policies enacted by Japan’s Ministry of Education (MEXT) in an effort to attract more international
students and to provide more globally competitive education for domestic students (Bradford,
2018). EMI courses focus on academic subjects that are taught in English in countries where it is
not an L1 (Dearden, 2015). Additionally, EMI courses focus on content mastery rather than
language mastery (Unterberger & Wilhelmer, 2011). While not the main focus, language content,
and support are often implicitly featured in these courses (Brown, 2014). However, merely
presenting lectures in English rather than in Japanese is not sufficient for achieving the goals set
by MEXT. It is proposed that implementing a student-centered approach to EMI courses utilizing
higher-order thinking skills as described in Bloom’s Revised Taxonomy can promote a deeper
understanding of course content, which makes courses more engaging for international and
domestic students, while also providing opportunities for students to improve their speaking and
writing skills, which improves domestic students’ global competitiveness. In this presentation, two
EMI courses taught at Setsunan University will be discussed. Examples of student work will be
shown to demonstrate how students engage in the Analyze and Create categories of the Cognitive
Process dimension of Bloom’s Revised Taxonomy (Anderson, Krathwohl, et al., 2001). Additionally, practical advice will be given on how to assist students with their language skills when these are not the explicit goals of a course.
Instruction of English Counterfactuals Based on Cognitive Embodiment

Hideki Hamamoto  
Kindai University  
Osaka, Japan

Counterfactual conditionals posit a challenge for learners of English because of their structural complexity and elusive semantic characteristics. L2 learners’ common questions about sentences such as “If Taro were here now, he would help us” and “If Taro had been here yesterday, he would have helped us” indicate where they have difficulty understanding them. They find it hard to understand why they need to use the past tense for referring to a hypothetical present situation for the first case, and why the pluperfect is needed to refer to the past counterfactual situation for the second. Theoretical analyses of counterfactual constructions such as those of Possible Worlds Semantics or Mental Space Theory appear to be too abstract to be applied for language teaching. In contrast, language instruction, drawing on cognitive linguistics and particularly the embodied experience theory, can address these shortcomings. The embodied experience theory assumes the involvement of our body in cognitive activity (Gibbs 2005). The standard view of language acquisition assumes that the mind and body are mainly taking charge of distinct and different roles. Opposing this is the view that embodied experiences are involved both in forming linguistic concepts and using them. This research investigates whether our instruction methodology, which renders theoretical arguments more explicit and accessible to L2 learners, can convey semantic characteristics of counterfactuals to them. Our experiments have shown that the instruction of English counterfactuals based on cognitive embodied experience has more favorable results than the conventional method.

World Englishes and the Pragmatics of Linguistic Variation

Tamara Valentine  
University of Nevada  
Nevada, USA

The field of world Englishes (WE) introduced to the established English studies community of scholars not only formal descriptions of new emerging distinct English varieties but also sociolinguistic models to address the cultural realities of new localized varieties in contact. Advancing a pragmatically and functionally realistic approach, Braj Kachru (1985) captured the WE-ness among the users of English in his influential three-circle model to describe the pluralistic and diverse nature of English and its emerging status as a global language cutting across regional, local and linguistic boundaries in multilingual, multicultural contexts. Adopting a socially realistic perspective to the study of WE, this paper integrates the approaches of ethnography of communication, the cooperative principle, interactional linguistics, and speech act theory to examine the discourse pragmatic features that guide the informal conversation in English varieties of the outer circle. This paper shows that the linguistic performance of speakers who represent an indigenized variety of English is context-specific and expressed differently in interactional
settings. Speakers of WE from different areas of the world use speech acts differently and display different interactional patterns in conversation. The differences in pragmatic choices are due not only to local, cultural norms but are drawn along the social lines of gender, ethnicity and age. Such an approach has meaningful practical implications for applied linguistics and issues related to language teaching, education, and methodology.

The Analysis of Shift in Translating BBC English News into Arabic

Nael F. M. Hijjo  
University of Malaya  
Kuala Lumpur, Malaysia

The challenging issues with reference to translation shifts as one aspect for an adequate translation have been widely studied. However, the present study investigates the 2 main types of translation shifts namely: level shifts and category shifts issues within media news translation settings. It attempts to 1) analyze and then determine the types of translation shifts between English as a source language (SL) and Arabic as a target language (TL) realized when translating English media news into Arabic; 2) examine the quality of the message of the translated text after the occurrence of shifts; and, 3) determine the translation methods used in translating BBC English News into Arabic. To attain the research objectives, Catford’s notion of Translation Shifts (1965) is employed. Further, Newmark’s (1988) Translation Methods will be employed to classify and evaluate the overall translation. The research data is raw data that consists of 40 English written news texts and their Arabic correpsondences which are collected from the British Broadcasting Corporation (BBC) channel websites.

Impoliteness in Language Use: An investigation into Cyber-Bullying in Nigeria

Esther Chika Anyanwu  
Nnamdi Azikiwe University  
Awka, Anambra State, Nigeria

Impoliteness occurs when a speaker/writer intentionally uses language so as to have a face-attack on the listener/reader. Language use as a tool of cyber-bullying has its own idiosyncrasies in Nigeria that need urgent linguistic attention. With the use of new technologies, so many people today, students inclusive, have expanded traditional bullying techniques such as those seen in schools into the digital environment. The present study explored those linguistic usages which denote impoliteness cum internet bullying. The study explicated usages that are considered polite and impolite. Some research questions that guided the study were: How does cyber-bullying manifest through the use of the English language? What are the linguistic features of cyber-bullying in Nigeria? What are the ideologies that cyber-bullying denote? The study was limited to internet/cyber-bullying that occurs on Facebook and WhatsApp, and excerpts of speech events from such forms of internet bullying were analyzed using the framework of Critical Discourse
Analysis (CDA). In addition, the researcher conducted oral interviews with first and second-year students of Nnamdi Azikiwe University, Awka to ascertain the extent to which they indulge in or experience cyber-bullying. The research revealed that certain linguistic forms evidenced in the English language of internet users embody bullying. Again, cyber-bullying manifests itself greatly at different levels of linguistic analysis such as grammatical, syntactic and semantic levels. Moreover, there are power relations that are inherent in cyber-bullying. Language is, therefore, a tool for cyber-bullying with its peculiarities. The study provided insight into the socio-cultural identities of interlocutors in the cyber world.

Caregivers’ Communication Strategies with Elderly Patients in Adult Residential Care Homes

Francisco Perlas Dumanig
Rayna Morel
University of Hawaii at Hilo
Hawaii, USA

Filipino caregivers often encounter communication issues with their elderly patients particularly those who are suffering from dementia. Such problems are coupled with language issues, which result in miscommunication or communication breakdown between the caregiver and the patient. This study examines the communication strategies used by Filipino caregivers when dealing with elderly patients. This specifically explores the strategies used by caregivers and how such strategies helped them to effectively communicate with the patient to establish a better relationship. Furthermore, this study explores the notion of effective communication in relation to Maslow’s hierarchy of human needs. To carry out the study, 15 Filipino care home operators in the Big Island, Hawaii will be interviewed focusing on the strategies used when interacting with elderly patients. All interviews will be transcribed and analyzed using a qualitative thematic analysis. The findings of the study are seen to be useful to Filipino caregivers, care homeowners and patients to improve quality of care and clinical outcomes, to satisfy the innate needs of patients as highlighted in Maslow’s hierarchy of needs, and to create a relaxed environment for patients and caregivers. Studies show that better communication between caregivers and elderly patients contributes to the well-being of the patient.

Ancient Maya Literature: A Performative Approach

Kerry Hull
Mark Wright
Brigham Young University
Utah, USA

Recent decipherments in Maya hieroglyphic writing over the last three decades have revealed a surprising body of literary texts and poetic devices (Hull and Carrasco 2012). This paper will
examine the nature of ancient Maya poetics through a discourse-centered approach known as ethnography of speaking (Bauman and Sherzer 1974; Hymes 1968, 1974; D. Tedlock 1977). We explore the sociocultural frames that inform rhetorical discourse, particularly as it relates to performance. We argue that a complex discursive relationship exists among literary texts, its performer, and the intended audience among the Maya, one in which the nature of the performance is negotiated and emergent. The poetic constructions found in Maya hieroglyphic writing, especially in longer literary texts, lend themselves to poetic adaption and expansion. We also engage the notion of “recitation literacy” (Houston and Stuart 1992:590), where oral traditions inform and interact with written forms, as a way of “fleshing out schematic messages” recorded in literary texts. Through comparative means, we show how colonial and modern Maya discourse structures employing similar poetic features can serve as a model for how the hieroglyphic script likely functioned in literary contexts, particularly as it relates to stagecraft and the oral performance and elaboration of the texts.

Monster Talk: Folkloric Discourse at the Intersections of Queerness and Appalachianness

Brenton Watts
University of Kentucky
Kentucky, USA

Because there has been little done on the intersections between queerness and Appalachianness, our understanding of both Appalachian and queer language use and identity work stands to benefit from an intersectional approach that takes into account those who align themselves with both Appalachia and non-normative sexuality or gender identity. This work is of great importance because “queer” and “Appalachian” are both marginalized identities, whose coexistence is doubted or misunderstood by many (Mann 2016). To address this issue, this research uses a multimodal discourse analysis approach to examine social media discourse that aligns folkloric creatures such as the Mothman of West Virginia with queer (and) Appalachian identities (Noriega 2012; Johnstone 2018; Point Pleasant Register 1966; Keel 1975). In doing so, this research demonstrates that digital discourse about Mothman and other folkloric creatures, or “Monster Talk,” can function to represent queerness and Appalachianness, and also reveals their growing status as powerful and multifunctional discursive figures. Furthermore, it shows that language users who are Appalachian and/or queer, and who have access to the extant discourse on not just the Mothman, but also his status as a symbol for queer (and) Appalachian identities, can then draw upon that discourse to do various kinds of identity work. This work often manifests as a reconciliation of queerness and Appalachianness, which is a task of utmost importance for the queer Appalachians as a marginalized community of practice.
Possession in Elizabeth Jolley’s *The Well* (1986)

*Liz Shek-Noble*
*Showa Women’s University*
*Tokyo, Japan*

Elizabeth Jolley’s *The Well* (1986) is of great interest to the contemporary Gothic as it is realized in Australian literature. It begins with an epigraph, in which the elderly and frail Hester Harper explains to her father why she has returned from town with an orphan girl: ‘I’ve brought Katherine, Father…but she’s for me.’ With Hester’s linguistic elision of brought/bought, Jolley establishes an important theme in her novel, that is, possession as manifest in maternal, marital, and proprietary relationships. This paper offers a close analysis of these relationships as they are staged in and around two spaces: the cottage and the well that are situated on Hester’s family estate. I argue that these spaces are quintessentially Gothic in their narrative and affective capacities by exposing family secrets and conjuring the eerie isolation of the Australian bush. Yet these spaces also function thematically to explore gendered anxieties of maturation, procreation, and parturition. Hester’s possessiveness over Katherine - evident in the domestic and epicene activities, in which they partake at the cottage - presses at the psychic and emotional borderlands of adolescence and adulthood, while Katherine’s deepening obsession with the mysterious male stranger at the bottom of the well endangers the fabricated innocence of childhood through the threat of sexual union.

*Lessons from Monster(s): Postcolonial Feminism in Frankenstein: The 1818 Text*

*Emily Burkhart*
*University of Hawaii at Hilo*
*Hawaii, USA*

Academic ruminations on Mary Shelley’s *Frankenstein: The 1818 Text* have continued for nearly two hundred years. Recent pedagogical emphasis on socially-centered interpretations reveal possibilities for feminist and anti-imperial messaging. However, Shelley’s British identity reveals some complicity with imperial projects. Robert Walton, the Arctic explorer, is Shelley’s alternative to the destructive pursuit of glory over ethics. Read alongside Frantz Fanon’s work, *Black Skin, White Masks* (1952), the Creature’s anguished relationship to the European world parallels the effects of racism and colonization. Victor can further be read as symbolic of the Euro-American colonizer in his sterilization of reproductive capabilities for his creation(s). Native feminist scholarship shows the annihilation of the female to be a key role in the stratagem of genocidal projects. Despite these anticolonial messages, Shelley is complicit in reifying the “social mission” of England. She engages in Orientalist discourse in depictions of Safie. The anti-imperial motif in Walton must be interrogated. She is (at this point) a proponent of temperance and gradualism, hardly moral to colonized peoples. Shelley’s work is remarkably nuanced for her time. It offers opportunities for analyses regarding ethical science. The construction of the Thirty Meter Telescope on Maunakea, Hawaii, is the latest iteration of settler-colonial-imperialism disguised as
Globalization or Cultural Squint: A View on Contemporary Literature

Naresh Kumar Vats
GGSIP University
New Delhi, India

Cultural anxiety is born out of the consciousness of the fear of loss of one’s culture. But it’s not quite simple. People in Asia (South Asia) compulsively have their eyes on the Western ways and manners while still trying to maintain their glances at their local culture. In simplest terms, our culture is the way we live. I think in today’s era of globalization cultural consciousness causes squint, split vision, a personality torn between the dazzle of the West, and the pull from the hearth. This condition may be termed as “squinted gaze” or “cultural squint”. Cultural squint is a natural outcome of history; also, it is not immune to power dynamics. The squint has a tendency to be more twisted towards the powerful. It happens due to the internalization of the ways of the oppressor on the one hand and the obligation of one’s roots on the other. Today’s literature is shaped by young writers’ aspirations and angst. In the case of India cultural squint is clearly visible through the writings of Indian writers writing in English from Raja Rao to the writers of today. There is a new kind of awareness that is visible in their consciousness of their language and culture. The paper proposes to explore this tension keeping select contemporary literary texts in view.

Electronic Writing Portfolios as Student-Centered Learning

Holly Blackford
Rutgers University, Camden
New Jersey, USA

Using the theory of student-centered learning and flipped classrooms, as well as the theory of digital writing, space, and culture, this conference paper presents the findings of our departmental experiment in developing electronic writing portfolios as a requirement for all English majors as well as graduate students. Originally, we believed this requirement would benefit us by providing material for assessment and proof of student development, but we quickly found that the essential element to the production of an e-portfolio (via Wordpress) was that students became authors of their student careers. The students wanted to know from the beginning of their studies, not at the end, that the portfolio requirement would be in place. They began planning intentional pathways through the major, including coherent and multimodal projects, with an eye towards developing a professional and aesthetic portfolio. The portfolios became a space for them to develop identities as writers and career planners, with requirements of a home page bio, an overview to the portfolio, carefully selected works uploaded and abstracted, and the presentation of career goals as well as critically reflective pieces on their learning and project coordination. The electronic portfolio was
often broadcast to parents and community members, as the students became proud of their work and professionalized appearance. Not only do excellent e-portfolios become a means for students to showcase their work to employers and graduate schools, but they also present a writing process through which students achieve intellectual coherence and design for their careers as students and beyond.

**Urbanization, Women and Environmental Insecurity: An Eco-Feminist Reading of Selected Nigerian Novels**

**Aisha M. Umar**  
**Federal University Birnin Kebbi**  
**Kebbi State, Nigeria**

The earlier literary history of Africa conventionally depicts rural and primitive settings with characters that are out of tune with civilization or urbanization. As this literary history developed, it tends to upsurge paradigms of issues, focus, production, and reproduction. Contemporary African literature is in tune with time and social concern projects, environmental related issues from the angle of environmentalism, and nature writing. This recent dimension is an attempt to interrogate the problems and prospects (if any) of the environment in the eminent dangers of urbanization and its attending feature; industrialization. Uniquely, literary writings relate the urban and the rural as they exist in a subordinate rather than a coordinate atmosphere. Umar Mohammed’s *Amina* interrogates issues of political misgivings as a product of urbanization and how these social realities affect the social environment, especially the women. Adamu Kyuka Usman’s *The Death of Eternity* examines the problems of urbanization and unfavorable government policies, as they affect the inhabitants of such environments. The novels exert that, industrial revolution heralds health hazards, poverty, and environmental degradation, through corrupt industrial practices, such as disposal of untreated waste in the waterways, pollution, and non-payment of compensations to victims of the pollution resulting from these deposits. The destruction of land, water, and animals by these emissions and toxic deposits is directly connected to urbanization. The novel establishes the fact that social insecurity results from these environmental problems making it important to study them through creative works to create awareness and proffer possible solutions.
Components of Leniency Bias in L2 Speaking Tests

Alun Roger  
Nagoya Gakuin University  
Aichi, Japan

This paper outlines early results from a mixed-methods study that seeks to build on Weir’s (2005) socio-cognitive framework for test validation and deepen our understanding of the complexities involved in deriving scores from L2 speaking tests. The paper proposes that tests are co-constructed events; a rater’s perception of this test taker-examiner performance becomes the score. The paper also considers rater personality an element of scoring validity - who the rater is changing what they perceive within the performance and hence affects the test-taker’s score. To address this hypothesis, native-speaker, English lecturers enrolled from universities across Japan were (n=85) asked to score 12 videotaped speaking test performances and complete a personality survey. A Hierarchical Multiple Regression showed that at stage 1, Rater Experience contributed significantly to the regression model, F (4, 81) = 4.26, p< .05 and accounted for 13.5% of the variation in rater severity. Introducing the personality variable (Agreeableness) at stage 2, explained an additional 7.4% of the variation and this was significant, F (6, 79) = 3.72, p<.05. Both components were negatively correlated with rater severity; higher levels of Rater Experience or Agreeableness predicted more lenient ratings. Finally, nine raters were selected to take part in Stimulated Retrospective Interviews (SRIs). The transcripts of these SRIs are being thematically analyzed for commentary regarding examiner behaviors in an attempt to triangulate the quantitative findings with qualitative evidence.

Analysis of Saudi EFL Interlanguage Requests in Comparison to L1 and L2

Israa Qari  
King Abdulaziz University  
Jeddah, Saudi Arabia

Abstract This study contributes to the existing literature on politeness research in relation to English language teaching (ELT) by investigating Saudi English as a foreign language (EFL) learners’ requests and comparing them to their L1 (Saudi Arabic) and L2 (English). Data was collected through the use of written discourse completion test questionnaires (WDCTs) from 360 university students: 60 male Saudi students; 60 female Saudi students; 60 male Saudi EFL students; 60 female Saudi EFL students; 60 British males; and 60 British females. The data was analyzed based on Brown and Levinson’s (B and L) politeness theory, with the employment of the Cross-Cultural Speech Act Realization Patterns (CCSARP) request coding system. Results showed that from a pedagogical perspective, Saudi EFL learners appeared to limit their use to basic indirect strategies; mainly to query preparatory (Can I give you the assignment tomorrow?) [ability]. The British, on the other hand, demonstrated a wider use of indirectness by combining query preparatory functions in a single request form (Do you think it would be possible if I could hand in the assignment tomorrow?) [consultation, willing, possibility, ability]. The EFL learners
also demonstrated negative transfer from L1, mostly by translating linguistic realizations directly and literally from Arabic to English. They also showed negative pragmatic transfer in their choice of perspective. For example, just like the Saudis and unlike the British, both EFL groups preferred the use of the hearer perspective in their requests (Could you…?) more so than the speaker’s perspective (Could I…?). The presentation concludes with recommendations for classroom instructors and curriculum policymakers of suggestions concerning the teaching of requests to language learners, with the inclusion of the 15 request forms, which were solely used by British native speakers and had zero incidences in the learners’ request productions.

**Will Ability Grouping Affect the Achievement of EFL University Learners?**

*Yukie Aoyagi*

*Seitoku University*

*Chiba, Japan*

This presentation aims to show the findings from ability-grouped EFL classes at a university. Some might think that “Ability Grouping” has been researched and discussed enough (Braddock and Slavin, 1992; Grossen, 1996; Loveless, 1998). However, most of the research on its effects on students was conducted in L1 classes in elementary, middle or high schools (e.g., Kulik and Kulik, 1982, 1987; Slavin, 1987, 1990). Ability grouping is very common in EFL classes and has been adopted by more than 70% of all universities in Japan (Ministry of Education, Culture, Sports, Science, and Technology, 2018), though the number of reports on its effects is insufficient. This university has promoted ability grouping for EFL students as an effective educational reform. They employ a simple but practical approach to its adoption by dividing each existing (mixed level) homeroom class into two-level EFL classes so that numerous changes in the class schedules are not necessary. Students are assigned to an upper-level or a lower-level class according to the results of a placement test conducted as a pretest. They also take an achievement test after one academic year as a posttest. Comparing the results of both tests, the presenter examines the achievements of ability-grouped and ungrouped EFL students after one academic year and shows how ability grouping affects the EFL students at university as well as whether it affects them differently from L1 learners.

**From E-debates to Cross-border Live Debates: Reflections across Borders**

*Marian Wang*

*Konan University*

*Hyogo, Japan*

Debating gives students opportunities to practice their argumentative and persuasive skills. In English as a Foreign Language (EFL) learning contexts, debating across borders enables language learners to develop their critical thinking skills, intercultural competence (Durkin, 2008), and awareness of controversial issues (Wang & Kihara, 2016). The presenter will explain how five
Japanese undergraduate students and one recent Japanese postgraduate student collaborated online with students overseas to prepare for and travel to Taiwan where they participated in two live debates (one in Japanese and one in English) with 12 Taiwanese postgraduate students majoring in Japanese. After the debates, the Japanese and Taiwanese students were asked to reflect on the debate project. The presenter will share the reflections from the students on how to improve future cross-border debate projects, notably with the management of the debates—prior to the actual debate and during the live debates. Some students also suggested that the aim of the debates be elucidated more clearly so that the debate participants could optimize their Willingness to Communicate (WTC) in live debates (Wang & Kihara, 2017). Students also reflected on their personal experiences. Several students felt that they were able to gradually build on their intercultural competence through this debate project with Taiwanese students.

**Bridging the Gap between ‘Outer Circle’ Englishes: A Comparative Investigation through Academic Journals**

*Orlyn Joyce D. Esquivel*

*University of the Philippines Diliman*

*Manila, Philippines*

Kachru (1994) provided a model to categorize the three concentric circles of World Englishes: ‘Inner circle’, ‘Outer circle’ and ‘Expanding circle’ (Bauer, 2002). In the Inner circle, English is the language of identity for its native speakers. However, when transferred to countries in the Outer and Expanding circles, English becomes an alien form of expression with different structural properties and a different vocabulary to organize experience (Doms, 2005). This study analyzed 40 selected research papers from professional language and linguistic academic journals to picture the differences between Englishes in the Outer Circle. The selected Outer Circle Englishes include those of Bangladesh, Kenya, Pakistan, Sri Lanka, Ghana, Malaysia, the Philippines, India, Nigeria, and Singapore. The research papers were examined under lexical and grammatical features, alongside the following linguistic features: syntax and lexical semantics. Results revealed the unique and prominent lexical, grammatical, and linguistic features through the table and textual analyses, illustrated from the most to least dominant linguistic elements. Occurrences of localized spellings, syntax, and innovative lexical items were observed. In addition, comparative analyses were done to distinguish the features of each of the selected Englishes. Hence, the findings impart insights that the ‘Outer Circle’ Englishes will continue to evolve from International English as their cultural diversity continue to affect their linguistic features.
Impact of Blended Learning Sessions Using Video Conference on EFL Learners’ Written Accuracy and Fluency

Michiko Toyama
Bunkyo University
Saitama, Japan

This is a part of an ongoing study of pedagogies to help EFL learners improve their written and spoken communication skills in English. The impact of six-week blended learning sessions using video conference on EFL learners’ written accuracy and fluency was investigated. Participants (n = 165) were Japanese undergraduates in eight different classes of the same EFL course. Besides the regular instruction in EFL, the treatment group (n = 61) experienced individual tutoring via video conference with Filipino instructors, whereas the contrasting group (n = 104) practiced four skills in pairs or on their own with e-learning courseware. The participants were asked to write their own self-introduction in English in two minutes before and after the training sessions. As an accuracy measure, the number of error-free T-units in each self-introduction was counted. As a fluency measure, the number of words in each self-introduction was counted. Results revealed that both groups showed increases in accuracy and fluency. Interestingly, paired sample t-tests showed that only the treatment group significantly improved their accuracy. The findings of this study suggest that individual tutoring via video conference could enhance written accuracy and thus can facilitate L2 learning.

Translingual and Chunk-Based Practices in English Language Education for Japanese College Students

Ai Inoue
National Defense Academy
Kanagawa, Japan

It is widely acknowledged that the low English proficiency of Japanese English learners (JELs) needs immediate improvement for several reasons. For instance, Ikuo Koike’s research from 2004 to 2008 found that 80% of JELs are at Level A (Basic User) of the Common European Framework of Reference for Languages. In addition, the 2018 English Proficiency Index, compiled by European Framework Education First, ranked the English proficiency of the Japanese people 49th among 88 countries. Along with Japan, China (47th) and Taiwan (48th) have offered English education based on translanguaging for college students and have achieved certain results through this. Moreover, in Japan, chunk-based English education is effective for JELs because chunks play an important role in second language acquisition as proposed by Widdowson (1989). The current study examines how translanguaging and chunk-based practices contribute to JELs’ English proficiency. In all, 50 college JELs (with Test of English for International Communication between 300 and 400) said that when an English-only textbook was used in class, they became less motivated and took a long time to understand and use certain words and phrases. Moreover, they obtained low scores in four quizzes (i.e., 10.7 out of 20 on an average). On the other hand, they
responded positively to another textbook that adopted translanguaging and chunk-based education, achieving higher scores in four quizzes (i.e., 13.5 out of 20 on an average).

Japanese University Student Use of English I don't know and Japanese wakannai During Task-Based Language Learning Discussions

David Aline
Yuri Hosoda
Kanagawa University
Kanagawa, Japan

Through conversation analysis, we explicate L2 speakers’ use of I don't know and wakannai in classroom interaction. Explored in this presentation are the differential actions achieved by Japanese learners of English in claiming a lack of epistemic knowledge through the deployment of English I don't know and Japanese wakannai. Research on I don't know shows that first language (L1) speakers use I don't know for epistemic stance management, whereas second language (L2) speakers mainly employ it for on-line speech processing. Its equivalent in Japanese, wakannai, has rarely been studied. Transcript and video data of over 210 hours of small-group discussions in English language classes at a Japanese university were analyzed using conversation analysis to examine turn construction and sequential placement of claims of lack of epistemic knowledge. The groups debated various topics, mostly in English, but occasionally switched to their L1, Japanese. The analysis revealed that in contrast to previous research, I don't know is deployed by these learners for epistemic stance management: especially for downgrading epistemic stance following peer displays of disaffiliation that are revealed through silences and minimal responses. The alternative, wakannai, is regularly employed in this data set to signify insufficient knowledge regarding linguistic or content matter, while in Japanese it can, as with I don't know in English, perform a wider range of actions. The findings demonstrate how interactants with multiple languages may enact some actions concerning epistemic stance through a certain language while employing another language for accomplishing alternate actions. Ramifications for task-based language learning are discussed.

Ever Saving the Man: Fantasies of Identification in Language Teaching

Chelsea Stinson
Syracuse University
New York, USA

Understanding the historical, social, and political contexts of students’ identities is critical in supporting English Language Learners (ELLs) with disabilities, whose identities have always been contested through the interactions of institutional mechanisms and limited, colonized knowledge of culture, language, and disability. Grounded in desires to develop and individualize appropriate educational services, these interactions separate what is ELL and what is disabled, reinforcing
binaries that erase other ways of knowing disability and identity (Fadiman, 1997; Senier, 2013). Issues regarding disabled Indigenous and (im)migrant people are critical in North America (Dolmage, 2018). In many schools, disability and language are conceptualized as barriers to inclusion and participation in evidence-based instruction (Kangas, 2014; Tong et al., 2008). As such, ELL students with disabilities are more likely to be forcibly educated in English-immersion environments without access to heritage languages and cultural knowledge essential for meaningful participation in their communities and schools. The presenter aims to connect two English-immersion education contexts separated by space and time but connected by underlying fantasies of identification (Samuels, 2014): the Carlisle Indian Industrial School in Pennsylvania and an ELL-serving elementary school in Upstate New York. The presenter draws on the work of Indigenous and Disability Studies scholars to frame a comparative analysis using archival and visual culture data from each school in this study, followed by a discussion of the findings. She concludes with a discussion of research and practice, focusing on how English language teaching professionals can disrupt the circulation of knowledge and practices which marginalize their students.

The Freedom We Get with Our Own Self-Discipline

Anthony Brian Gallagher
Meijo University
Aichi Prefecture, Japan

Inspired by "The Jocko Podcast" - a popular podcast that presents a variety of principles and strategies for success in the modern world - "Extreme Ownership" touches upon areas of physical, mental and interpersonal development. In this article, the author will discuss insights into leadership, personal discipline, mental toughness and teamwork, and how they can be applied to our work as teachers and researchers. The author will try to breakdown the concept of "extreme ownership" into basic implementable principles which can be viewed in terms of relationships to (1) colleagues, and (2) students. With real ideas which can be immediately implemented into a teacher’s standard practice, this presentation will surely reap huge rewards for individuals and for departments of any kind or size, leading to dramatic changes in standard thinking and also of team morale as all members grasp the core concepts employed and reassess their own responsibilities.

Using ‘the 4 Cs’ to Design a Project-Based Course for Upper-Level University Learners of English

Paul Garside
Rikkyo University
Tokyo, Japan

The so-called ‘4 Cs’ of critical thinking, creativity, collaboration, and communication have been described as essential skills for the 21st century. That is equally the case whether using one’s
mother tongue or an additional language. This presentation sets out how to design an innovative project-based course, based on these skills, for upper-level university learners of English. Some practical examples of tried and tested projects are also introduced, in which students are required to collect original, primary data as well as research secondary sources. Focusing on these research methods reflects the fact that gathering, analyzing, and disseminating information forms the core of many modern academic and workplace settings. Project-based learning can also be an effective way to maintain motivation among upper-level learners, with practical and academic skills emphasized in addition to language development. Applying these skills in a project-based, rather than a traditional textbook-based course is the key to creating a dynamic, collaborative classroom environment that can stimulate high-level learners. Indeed, researching a topic, then formally writing up and presenting findings can be demanding even for educated native speakers. In short, the aim is to replicate the demands that are likely to be encountered in either academic or workplace settings for those who desire to use English in the future, as many upper-level university students claim to do.

Crafty Kids: "Hansel & Gretel" and the Survival of the Cleverest

Mary Oliver
Kirsten Mollegaard
University of Hawaii at Hilo
Hawaii, USA

Parental abandonment, starvation, and exposure to predators are well-known motifs in The Brothers Grimm’s “Hansel and Gretel” (1812). This fairy tale pits young, vulnerable protagonists against the cruelty of parents and the brutality of strangers. Though clearly an anxiety-provoking scenario for young children to hear about, the story is usually framed as a celebration of children’s craftiness and resourcefulness. Hansel and Gretel eavesdrop on their parents, devise plans for returning home after being abandoned in the forest, and eventually kill the witch and return home. This presentation will take a psychoanalytical approach to make an analytical comparison between the classic version of the tale and three of its contemporary retellings: Emma Donoghue’s “The Tale of the Cottage” (1997), Megan Engelhardt “A Mouth to Speak of Coming Home” (2013), and Louise Murphy’s novel The True Story of Hansel and Gretel (2003). In analyzing how the absence of home, food, and parental love and protection force Hansel and Gretel to become self-reliant in the Grimm version, it is evident that contemporary retellings take a much more critical look at what parental neglect may mean for the child protagonists. I will discuss Bruno Bettelheim’s interpretation of “Hansel and Gretel” in conjunction with more recent scholarship on this tale.
Shakespeare’s influences in Thai Drama and A Question of Race: A Case Study of Phraya Ratchawangsan (1911)

Weeraya Donsomsakulkij
Assumption University of Thailand
Bangkok, Thailand

This paper aims to explore how Phraya Ratchawangsan is adapted for the purposes of developing Siamese drama, that later became Thai drama and by applying a postcolonial reading and comparative analysis, the paper investigates how King Rama VI adapts the plot of Othello in Phraya Ratchawangsan in order to resurface and challenge the ignored racial discourse in Thailand in the early twentieth century. Phraya Ratchawangsan is an important Thai Shakespeare work that has influenced the development of Siamese dance-drama that became Thai drama in today’s world. Yet, what is more important is the fact that King Rama VI’s Phraya Ratchawangsan highlights racial issues that have often been overlooked in Thai society. This racism is not about “whiteness”, rather about the collective sense of being “Siamese”. As a way to contest this racial discourse, he subverts the patterns of perceiving the Siamese “Self” and what is categorized as “Other”. Therefore, by revisiting Phraya Ratchawangsan with a comparative insight on Shakespeare’s Othello, one can see that the conception of class hierarchy in Siam is not the only problematic issue that needs to be reexamined. Racism in Thailand also has to be discussed and investigated, especially with respect to how it intensifies the power of the Thai class hierarchy.

Playing God without a Mary: Male Fantasy in Frankenstein & “Herbert West: Reanimator”

Athena Coley
University of Hawaii at Hilo
Hawaii, USA

Growing up in a household broken by the absence of a departed mother, Mary Shelley was well acquainted with the vast and numerous cruelties of Western men. Between a neglectful father, a Romantic husband, and a lascivious writing companion, Shelley was encircled on all parameters—physically and intellectually—by crude, abusive and downright eccentric manifestations of masculinity. In equal parts, Howard Phillips Lovecraft—being raised throughout the first World War—played observer to the most absurd fantasies and follies of his fellow men. Developing into early adulthood at a time where many of his coevals were persuaded to join—and die in—the most fatal war front yet witnessed by the US military, Lovecraft became acutely attuned to the oddities of masculinity, especially with regards to mortality. “Playing God without a Mary” examines the ways in which these backgrounds inform Shelley’s novel Frankenstein and Lovecraft’s short story “Herbert West: Reanimator”; specifically, this essay analyzes the shared theme of reanimation in these two opuses, and how male characters—without the check of a more grounded, feminine presence—lose themselves to a scientific endeavor that is not only perverse but truly immoral, granted the protagonists’ cultural milieus. Finally, “Playing God without a
Mary” infers what these two authors’ works reflect in the greater context of Western gender roles and male privilege.

Running with Wolves and Witches: Fairy Tale Villains Revisited

Bethany Maldonado
Kirsten Mollegaard
University of Hawaii at Hilo
Hawaii, USA

The wolf and the witch are archetypal fairy-tale villains. In classic fairy tales like “Little Red Riding Hood”, “The Wolf and the Seven Young Goats,” and “The Three Little Pigs,” the wolf is characterized as an adult male animal on the prowl: strong, fast, hungry, persuasive, and sly. His victims are gullible youngsters who do not heed their elders’ warnings. Witches, on the other hand, are dangerous, old, unmarried, childless women who live independently, have some sort of secret or magical powers, and who desire to gain power over naïve youngsters. The witch in “Hansel and Gretel,” “Rapunzel,” and the sea witch in “The Little Mermaid” are examples of cunning female characters who essentially are the antithesis of the good mother. This presentation will draw on Feminist theory to analyze the vilification of women, especially, older women whose independence and wisdom are regarded as a threat to patriarchal social control. Like the witch living on the outskirts of society, the lone wolf is seen as a threat because he is independent and disregards bourgeois moral codes. Both the witch and the wolf may snatch, seduce, and devour victims. Contemporary retellings of classic fairy tales subvert these archetypes by questioning how witches and wolves come to be villains. Angela Carter’s “In the Company with Wolves”, Megan Engelhardt’s “Untruths about the Desirability of Wolves”, and Amanda Davis’ “The Peril of Stories” put a subversive spin on wolves and witches and their supposed villainy.

Troubled Waters: “The Little Mermaid” in Contemporary Retellings

Heather Padilla
Kirsten Mollegaard
University of Hawaii at Hilo
Hawaii, USA

This analytical survey of contemporary retellings of Hans Christian Andersen’s tragic fairy tale “The Little Mermaid” (1837) takes a Feminist theoretical approach in examining the mermaid as a symbol of the cultural Other. Half-fish and half-human, the mermaid represents feminine Otherness and sexuality, while her yearning to become a human capable of walking on land reflects a woman’s desire to transform and to assimilate in order to please and fit into a patriarchal order. Andersen’s classic story has been retold and adapted to various mediums, including ballet, film, and visual art. Walt Disney’s hugely popular animation The Little Mermaid (1989), which gives Andersen’s tragic story a happy ending, represents for many people the ultimate idea of a romantic
happily-ever-after for a heterosexual couple of diverse backgrounds, one from the sea and one from land, who must overcome the obstacle of a rival bride before ultimately getting married. However, the mermaid’s loss of voice and her willingness to entirely abandon her home in the sea to marry the prince can be seen as a grand patriarchal fantasy narrative of the ideal bride. As philosopher Gaston Bachelard pointed out, water, death, and femininity are recurring themes in Western literature. This presentation will argue that contemporary feminist retellings of “The Little Mermaid” such as Emma Donoghue’s “The Tale of the Voice” (1997) reject and parody this grand narrative by critically assessing women’s power and cultural Otherness.

“You Actin’ Womanish”: Teaching Relevant Rhetoric, Womanist Texts, and Writing Pedagogy

Lana N. Lockhart
Spelman College
Georgia, USA

In an ever-changing world, one trend in English is to combine high-interests, social justice topics with writing pedagogy. Thus, I desire to present a composition unit that combines a feminist framework with emotional literacy, reader-response theory, and activist writing. My presentation’s title comes from Alice Walker’s, In Search of Our Mothers’ Gardens, in which, she outlines, the meaning of a womanist and ultimately gives women of color, a long overdue, seat at the feminist table. Within this definition, she discusses the black colloquial term womanish, which traditionally references little girls or young women trying to act “grown” through “outrageous, audacious, courageous or willful behavior. Wanting to know more … than is considered “good” for one.” In an effort to repurpose that language in my classroom, I encourage my students to act “womanish” or outside of what society deems as their “proper place,” by exploring and writing about why it is important to be an intersectional feminist, womanist or advocate for women’s rights. In addition to In Search of Our Mothers’ Gardens, they study texts such as We Should all be Feminists and A Feminist Manifesto in Fifteen Suggestions by Chimamanda Ngozi Adichie; “This What a Feminist Looks Like” by Barack Obama; “Comrades in the Struggle” by bell hooks; and “Ain’t I a Woman” by Sojourner Truth. Using these texts, I present step-by-step lessons on the entire writing process from prewriting to publication for my students. Thus, this assignment uses African Diasporic rhetoric as a tool to teach composition pedagogy.

The Role of Research in the Writing Classroom

Alicia Takaoka
University of Hawaii at Hilo
Hawaii, USA

Writing classes at the undergraduate level are primarily seen as cumbersome by students because of their rigor. Students perceive writing to be unrelated to their chosen careers, so the act of taking
a writing class as part of a business or science major seems counter-intuitive. Research has shown that writing also creates a cognitive dissonance that can only be overcome through active learning and practical application scenarios (Badua 2015). As a result, research in classes should be two-fold. First, research should include developing information ethics and information literacy skills. Then, research should focus on developing practical skills in specific methods for data collection. Both aspects of research must be integrated into writing for science and writing for business classes. This study evaluates four different assignments and their corresponding research methods in a case study of writing for the major classes in the 2017-2018 and 2018-2019 academic years. To evaluate the successful application of the research methods, a grade distribution across project type will be analyzed. Two novel methods that rely on community informatics and community engagement will also be proposed.

**Encouraging Empathy in ELT**

*Daniel Andrzejewski*
*Kwansei Gakuin University*
*Hyogo, Japan*

Following the reflective practice process in my EFL university courses, I was concerned with my students’ apathetic reactions towards exercises where they imagined the feelings and experiences of others. I sought to intentionally address and expand students’ skills in empathy (putting oneself in another’s shoes). Conducting the research in a private Japanese university a weekly dialogue journaling assignment was given with 41 students in an intensive English course meeting three times a week. Students read the instructor’s journal entry and write a journal of their own, providing their own thoughts and experiences, guesses about the instructor, as well as questions. Feedback was provided and journals were returned. This presentation summarizes the findings of this action research through analysis of student journal samples, student surveys and essays, and the instructor’s research notes. This presentation concludes with the encouragement for teachers to try other ways of developing empathy in students and further research.

**Reflective Practice and Basic Education Writing lessons among ESL teachers in Nigeria**

*Wisdom Inibehe Jude*
*Affiong Clement Isok*
*College of Education, Afaha Nsit Akwa*
*Ibom State, Nigeria*

*Idara Udo*
*Oakley, California*
Writing is such a challenging task. primary school learners need high-quality instruction to develop their writing skills. Teachers of writing in a second language context need to be competent in both pedagogical knowledge and content knowledge and well trained to teach writing appropriately at this formative stage in the school system. This study aims to explore the influence of English as a second language (ESL) teachers’ awareness and receptivity of reflective practice as a technique in writing instruction of primary schools in Akwa Ibom. The study employs an ex post facto design. The population of the study consists of all eighteen thousand six hundred and forty primary school teachers from three hundred and sixty primary schools. Most of the teachers did not major in ESL but teach English Studies because primary school teachers have to teach all subjects. Thus, they were not recruited based on the subject they will be teaching. Sample size consists of one thousand eight hundred and four (10%) teachers selected using a purposeful random sampling technique. A researcher-made Reflective Practice Receptivity Questionnaire (RPRQ) and a Basic Education Writing Lesson Delivery Questionnaire (BEWLQ) will be administered to respondents. The data gathered will be analyzed to provide a statistical analysis to address the research questions and hypotheses. Descriptive statistical tool (mean) will be used to answer the research questions while Analysis of Covariance ANOVA will be used to test the hypotheses formulated at .05 level of significance.

Understanding Indigenous Pacific Peoples’ Land and Ocean-Based Pedagogies in the Context of Multimodal Language and Literacy Education

Kerrie Charnley
University of British Columbia
Vancouver, Canada

My research is on Indigenous peoples’ land- and ocean-based pedagogies in connection to multimodal language and literacies. The story, or narrative, is how humans conceptualize the world. One of the ways we teach and learn a new language is through stories told or read aloud. Telling and listening to stories is relationship building. Although reading and writing are important, what people often remember most is not what they read or wrote, but rather the positive experiences that they had with their teachers and peers and the specific places in which these experiences happened. There are impacts and influences beyond the text. We also learn to read the world and our experiences in certain ways based on our culture and families. Imitation, or role modeling, is another way we learn and teach language. A peoples’ value system is taught concurrently with the language and the stories. Drawing from the interviews, I created a land/water-based pedagogy model and a set of principles that Coast Salish people apply and value in educational contexts. Language, of course, is key. However, what kind of language is key? I look at language (that which we speak/hear in words, write/read in script and type/read in text) and other language/cognitive modes, such as dance, song, prayer, and other kinds of communicative...
and expressive languages that are more wholly embodied, experiential and engaged in beyond the classroom. This research revived the sister’s viewpoint within our sibling creation story. The value system of colonization has privileged the telling of the brothers’ viewpoints of our creation story. This work is also a telling of my grandmother’s story, and how my PhD journey was a way for me to return to my community through the framework of language and literacies. My grandmother was a fluent speaker of several of our Coast Salish languages, and language revival is growing.

Frankenstein’s Nature

Isaiah Avilla
University of Hawaii at Hilo
Hawaii, USA

Frankenstein’s Nature is a unique literary analysis of Mary Shelly’s 1818 Frankenstein. Looking at the behavior of Victor and his creation, this analysis was designed to define the personality of the two characters in an attempt to justify the actions, emotions, and thoughts of them both. To much surprise, Victor Frankenstein and his creation share many traits even after suffering no type of bonding or beneficial interaction. Victor proves to be an ENFP (Extravert, Intuition, Feeling Perceiving) while his creation is an INFP (Introvert, Intuition, Feeling, Perceiving). Throughout the analysis, many quotations from both the novel as well as psychoanalytic and scientific studies have been used to verify the conclusion of the two personalities. Such quotes acknowledge and discuss events such as Victor’s immediate dissatisfaction after creating the monster, the monster’s longing for a small group with elongated ties, Victor’s suicidal thoughts after the loss of Justine, and the monster’s murder of Victor’s family. After a detailed look into the scenarios Victor and the monster create for themselves, it is logical to conclude that Victor Frankenstein and his creation exact personalities seen among physical human beings, and, no matter how erroneous their actions or desires may seem, perform and display a legitimate faction of human nature.

Assessing Young English Language Learners’ Vocabulary Knowledge: The Importance of Domain-Specific Assessments

Jon Clenton
Hiroshima University
Hiroshima, Japan

Gavin Brooks
Kwansei Gakuin University
Kobe, Japan

The current paper represents research designed to better understand the issues faced by English as an Additional Language (EAL) learners with regards to vocabulary knowledge and development. The current study builds upon previous studies that have highlighted how a lack of specific academic vocabulary remains a significant hurdle for EAL learners (Coxhead & Boutorwick,
2018; Milton & Treffers-Daller, 2013; Schmitt et al., 2017). For this study, we examined a subject group of 73 (57 EAL, and 16 First Language English (FLE)) high school students studying at two international schools in Japan. We assessed the subjects according to four factors: vocabulary knowledge (the updated Vocabulary Levels Test (uVLT); Webb et al., 2017), word decoding skills (Single Word Reading Test (SWRT); Snowling et al., 2009), reading comprehension (the York Assessment of Reading Comprehension (YARC); Snowling et al., 2009), and general linguistic ability (C-test; Trakulphadetkrai et al., 2017). Multiple regression analysis showed vocabulary to be the only statistically significant predictor of academic performance. However, the residuals showed that this relationship was weaker for EAL learners at lower frequency bands. We examined the reasons for this by comparing the vocabulary profiles of these learners to an EAL corpus developed specifically for this study. This study highlights the importance of developing an EAL corpus by demonstrating how it can allow teachers to focus on gaps in learners’ vocabulary knowledge (Coxhead, Stevens, & Tinkle, 2010). The presenters will conclude by outlining how teachers could potentially use this word list to design supportive EAL curricula.

Introducing Critical Cosmopolitan Pedagogy into Adult Immigrant EAL Education

Yan Yang
University of Regina
Canada

Language Instruction for Newcomers to Canada (LINC) as a federally-funded language training program aims to support immigrants and refugees for their successful settlement and integration into Canadian society (“Evaluation of,” 2011). However, studies reveal that these skill-based language programs tend to perpetuate the dominance of Anglophone cultures and languages over the “othered” (Derwing & Thompson, 2005; Guo, 2009, 2013; Li, 2003). This paper addresses critical cosmopolitan pedagogy as a way of innovating adult EAL education with learning outcomes including openness, respect, empathy, and valuing towards cultural diversity and linguistic pluralism. Using qualitative data from questionnaires, semi-structured interviews, research journals, course materials, and documents, the qualitative study presented in this paper examined the possible ways of illuminating adult Chinese LINC students’ critical cosmopolitan awareness. This study answers two questions: 1. How do Chinese LINC students understand the interrelations of culture, language, and identity in a culturally and linguistically pluralistic society? 2. How does critical cosmopolitan pedagogical intervention impact students’ critical cosmopolitan awareness? A combined theoretical framework integrating critical cosmopolitanism (Hawkins, 2014), critical cultural awareness (Byram, 1997, 2012) and critical intercultural communication pedagogy (Sobre, 2017) guides this research. Findings from narrative and thematic analysis indicated that adult Chinese LINC students showed limited critical cosmopolitan awareness addressing social justice locally and globally. Findings also revealed the potentials of introducing critical cosmopolitan pedagogy into adult immigrant EAL education such as its positive impact on learners’ critical cosmopolitan awareness. This research provides implications for the improvement of LINC curriculum and pedagogy towards critical agenda.
Shifting Roles of Women: Through the Lens of Lollywood

Kashifa Khalid
University of Central Punjab
Pakistan

Cinema is a popular medium of communication with the masses. It plays a major role in shaping opinions and building images. The paper deals with the shifting paradigms of women characters in the Pakistani cinema through the lens of Shaoib Mansoor’s movies. Men mostly in different societies are considered as the breadwinners and mostly women are restricted to the four walls of their home. This applies to women in a highly patriarchal society of Pakistan. With the modernization of societies, the role of women changed drastically. Pakistani cinema has seen a great transformation in the way women are depicted through movies. In modern Pakistani movies, especially Shoib Mansoor’s, female characters are liberated and confident. The research papers aim to investigate these fast-changing roles of women depicted in Pakistani cinema. It also aims to inspect the effect of such movies on the patriarchal Pakistani society with Mansoor’s movies. Movies reflect social changes in society. The main aim of the paper is to connect the change in the characters played by females in the movies with the rising status of women in Pakistan.

The Infusion of Global Issues in English Language Syllabi at Saudi Secondary Stage: An Analytical Study

Majed Othman Abahussain
Bashair Hamad Alrumath
Majmaah University
Majmaah Saudi Arabia

In each corner in our universe, we probably have heard stories about global issues such as racism, discrimination, hunger, poverty. These stories might raise an inquiry that; do we prepare our students to deal with them? In fact, many writers argued that living in a world described by variety, mutuality and society interactions, necessitate a desire to apprehend different cultures, societies, the difficulties and obstacles which we are encountered, as well as develop schooling that prepares pupils to become global citizens (Erfani, 2012; Kirovaa and Veselinovska, 2015, Almogbel, 2015). This step could be done by integrating global education into our educational system. The integration of the global issues in language classes will provide important interaction situations for teachers to improve their students' personal and communicative skills, so global issues could be used as an input for a large number of language classes. The integration of global education is a new path in language teaching that is involved in most foreign language series. Thus, this study will examine to what extent English language textbooks at Saudi secondary schools integrate teaching global issues in their contents, and what factors affect teaching global issues. The study will analyse the contents of English language textbooks at the secondary stage and interview sample of English teachers. The results will be interpreted by using thematic analysis technique.
Vocabulary Building Intervention Trends in the English Language Institute at the University of Hawai‘i at Mānoa

R. L. Hughes
prenticeelle Kunkel
Yu-Han Lin
Shuai (Zoe) Tang
University of Hawai‘i at Mānoa
Hawaii, USA

Considering the literature on lexical development (Dang & Webb, 2016a, 2016b; Dang, Coxhead, & Webb, 2017; Nation, 2009, 2011), student-centered learning (Chacón-Beltrán, 2018), and electronic classroom tools (Friginal, 2018; Paskevicius & Knaack, 2018), our project focuses on the vocabulary learning trends in the English Language Institute (ELI) at the University of Hawai‘i at Mānoa. The ELI is an English for Academic Purposes (EAP) program that services newly-arrived international students. Its teachers employ a wide array of innovative e-approaches and well-developed methods to keep their classrooms up-to-date and practical. However, there remains a need to understand how students perceive the usefulness of vocabulary learning in the ELI. Although needs analyses have been conducted in several curriculum areas in the ELI, there has been little research on vocabulary practices. We strive to better understand which methods of vocabulary learning are most helpful in the ELI community through needs analysis (NA), a practical approach that is often deployed to understand the needs of students and to develop curriculums in school settings (Brown, 2016). Though NA, we will better understand students’ needs for vocabulary building in their EAP experience. Interview and survey methods will be used to collect data from current and former ELI students, teachers, and administrators. The results of the study may be used to inform future vocabulary instruction in the ELI. Our findings also aim to contribute to the theoretical understanding of vocabulary acquisition from exploring the multi-faceted perspectives of this department.

Reading Kiskeya and Kanaka Together: Dominican and Hawaiian Indigeneity in English Language Texts

Isabel del Espinal
University of Massachusetts Amherst
Massachusetts, USA

A decolonial feminism calls for attention to language, a move away from colonial languages such as English and Spanish. For authors and scholars of indigenous heritage, literature in English or Spanish includes indigenous words along with indigenous concepts and experiences. Kiskeya is one of the words used to refer to the island in the Caribbean Sea on which the current countries of Haiti and Dominican Republic reside. Dominican activists have been embracing this term as a way to both solidify commonalities with Haitians and as a way to acknowledge our indigenous heritage— as a decolonial move. But in the context of contemporary literature in English, Kiskeya
is not a well-known term, even as Dominican writers such as Julia Alvarez, Junot Diaz and most recently Elizabeth Acevedo have become nationally recognized for their authorship. What happens if we read “Dominican American” writings as rather literature of people of Kiskeya? One result is the shift in the literatures we compare our writings to. Reading Kiskeya literature alongside the literature of Native Hawaiians, I use a decolonial feminist theoretical framework to appreciate the treatment of indigenous history and decolonial literary and pedagogical strategies in the literature written by selected Dominican and Hawaiian authors, with a focus on Marianela Medrano’s books Diosas de la Yuca and Rooting, Raquel Cepeda’s Bird of Paradise, Annecy Baez’s My Daughter’s Eyes, Haunani-Kay Trask’s Light in the Crevice Never Seen, and Alan Robert Akana’s The Volcano is Our Home.


Patsy Y. Iwasaki
University of Hawai‘i at Hilo
Hawai‘i, USA

The University of Hawai‘i at Hilo campus is located in a community with a unique, historically-rich and culturally-diverse environment. Its Strategic Plan Mission and Vision seeks to cultivate and sustain teaching practices that reflect a diverse, multicultural university that is rooted in the rich mix of Native Hawaiian, Asia-Pacific, local, national and international cultures that represent Hawai‘i, and its faculty are encouraged to add Hawai‘i-based resources to their curriculum. Thus, seeking to add educational material about Hawai‘i history, and in particular, a relevant, place-based instructional resource, the educator researcher wrote and published a graphic novel Hāmākua Hero: A True Plantation Story about early Japanese immigrant and labor martyr Katsu Goto and his journey to Hawai‘i island in 1885. Illustrated by artist A. Berido, the 75-page text was published in both Japan and in Hawai‘i. Based on the Culturally Relevant Pedagogy theoretical framework introduced by Gloria Ladson-Billings in 1995 and adapted and extended by many researchers, including Shelly Brown-Jeffy and Jewel Cooper in 2011, the educator researcher sought to encourage academic success and growth among her students through cultural competence, learning about, understanding, and celebrating culture and the local environment. The diverse UH Hilo community has a deep immigrant history, which is a result of the need for labor on the sugar plantations that dominated agriculture in Hawai‘i during the late 19th and early 20th centuries. In this presentation, the educator researcher will discuss how she has successfully utilized this place-based, locally relevant instructional resource in higher education English courses.
Problems and Needs in English Skills for Tourism Personnel in Ayutthaya

Itsara Namtapi
University of Washington
Washington, USA

The purposes of this study were to analyze the problems and needs in English skills for tourism personnel in Ayutthaya, Thailand’s most famous historical city, and develop an English for Tourism textbook for Thai students at a public university. Data were collected from 118 Thai tourism employees who work in five different types of places, namely tourist police stations, tourism authorities of Thailand, tour operators, tourist attractions including temples and royal palaces, and hotels via questionnaires and 14 Thai tourism employees via semi-structured interviews between April and May 2019. The questionnaire focused on problems and needs related to the four language skills. The interview questions provided an opportunity for the interviewees to elaborate on specific problems they had when communicating with English-speaking tourists and to participate in designing English for Tourism course content. It was found that the respondents had the greatest difficulty listening to tourists, which was in line with the majority of the interviewees who admitted that foreign English accents and limited lexicon were their major obstacles often resulting in a communication breakdown. As for the tasks they performed daily, it was found that the most frequently performed tasks were daily life communication, reading numbers, and giving directions, respectively, while the least frequently performed tasks were emailing, taking notes, and telephoning, respectively. Not only will the findings help filter out less necessary topics in the textbooks the students are using, but they will also serve as building blocks for tailor-made materials that truly meet the needs of the students.

Gritty ELLs: The Correlation between Grit, Academic Achievement, and Retention in an Online Academic Context

Seth Robins
Brigham Young University-Idaho
Idaho, USA

In recent literature, grit (Duckworth, 2016) has been associated with different aspects of academic achievement and retention in various higher education settings. Thus, it was of interest to the current study to determine the potential association between grit, academic achievement, and retention among internationally situated English Language Learners (ELLs) enrolled in online academic ESL courses offered by an American university. The study controlled for potential covariation (i.e., age, gender, first language, and parental education level). The study also examined the goodness of fit for the data regarding the structural validity of the short Grit-scale (Duckworth & Quinn, 2009) in second language contexts (i.e., Spanish and Brazilian-Portuguese). The findings suggested that a re-fitted two-factor model of grit best fit the data, which was validated by data that were stable and reliable across time. Furthermore, the findings suggested that the whole grit score and interest were both modestly correlated with GPA, but not correlated
with retention. Of interest was that the factor of perseverance was, however, modestly correlated with both GPA and retention. The most integral finding was that the largest predictor of retention was GPA, which accounted for 21% of the variance in retention in isolation and 37% of the variance in retention, when in combination with the covariates of gender and first language.

**Underprivileged Students' Second Language Motivation: A Case Study of Three Highly-motivated Underprivileged Learners of English**

*Anyarat Nattheeraphong*
*Mahasarakham University*
*Maha Sarakham, Thailand*

Given the importance of English in Thailand, Thai students are required to study English from primary to university levels. However, issues concerning access to quality English education between students from urban and rural areas have been a concern among educators and society in general. Despite attempts to provide quality English education in rural schools, Thailand still faces the urban-rural divide when it comes to quality education, with students from economically underprivileged backgrounds remaining in their disadvantaged situations. Research into motivation in Thailand focuses on attempting to identify types of motivation that drive Thai students to study or choose to study English. These studies reveal some interesting findings of types of students’ motivation and yield some pedagogical implications for educators and teachers. While most studies look at motivation from a broader perspective, this qualitative study focuses on exploring three highly-motivated underprivileged students’ English motivation through the L2 Motivational Self System. This allows the author to gain insights into the extent to which the students’ possible L2-related selves and L2 learning experiences influence their L2 motivation. Using a range of methods including semi-structured interviews, unstructured interviews, and Snake interviews, the findings, which provide rich descriptions of the aspects under study, can be used as a basis for developing pedagogical strategies that might better benefit English learners from different socioeconomic backgrounds.

**Belief System towards Explicit Corrective Feedback in EFL Classroom: The Case of Foundation Students of Oman College of Health Sciences**

*Marlon P. Manuel*
*Oman College of Health Sciences*
*Muscat, Oman*

*Reynald Funtinilla*
*Shinas College of Technology*
*Shinas, Oman*
Explicit corrective feedback has always been a topic of huge interest among educators. While various studies have investigated certain types of error treatment methods, there has been little research conducted to look into explicit corrective feedback. The current research was designed to investigate the belief system of students on explicit corrective feedback in the ESL classrooms, particularly in speaking classes. The sample of the study consisted of 30 Omani EFL foundation learners, which were randomly selected. In this study, a series of qualitative survey tasks were conducted to determine the attitude of the respondents towards the method, the impact on respondents’ speaking fluency and the type of error treatment in which they are at ease most. Results revealed that respondents have a positive attitude towards the method as they perceived it as instrumental in improving their speaking errors in grammar, diction, pronunciation, and intonation. Additionally, the majority of them opined that ECF is on top of all other corrective types when it comes to effect and value owing to its retentive effect. These emphasize the need to foster this method in an EFL environment where teacher's feedback is the most important step through which learners improve their language proficiency.

**Personal Learning Experience as a Source of Insight for In-Service Teacher Development for Language Instructors**

*Malcolm Prentice*
*Soka University*
*Tokyo, Japan*

*Tanya Erdelyi*
*Rikkyo University*
*Tokyo, Japan*

This presentation shares a technique and materials to help language teachers draw on their personal language learning experience to inform practice. The technique, which uses a Narrative Frame to guide participants through a modified action research cycle, is intended for coordinators of and participants in language teacher in-service professional development programs. Most existing work on language teachers’ language learning experience focuses on either pre-service teacher training or retrospective accounts with often limited and/or uncritical attention to resulting practice change. This project’s aim is, therefore, examining whether new and ongoing naturalistic language learning experiences of in-service teachers can usefully suggest changes to current practice, with a critical awareness of the difference between the learning contexts of teacher and student. A deliberate process is helpful, as teachers might not be active learners, might not deliberately reflect on experiences they do have or might take no action following reflection. This presentation will share materials for a process, which uses a Narrative Frame to give clarity to a modified Action Research cycle. An initial round in which teachers reflect on their language learning experience, plan to learn (using an activity their students do), act and observe their own experience of learning. A second round draws on the first to decide how (or whether) the experience might suggest a plan for changing how the activity is used with students, and how the effectiveness of that change could
be critically examined. Several case studies will be presented of language teachers in Japanese universities following the process.

Student Perceptions of the Effectiveness of Contemporary Literature-based Drama in an EAP Program

Michele Muller
Angela Meyer Sterzik
Fanshawe College
Ontario, Canada

Intensive English for Academic Purposes (EAP) programs are concerned with bridging gaps between students’ linguistic and academic knowledge and skills for tertiary-level education (2nd Author, 2012, 2108). EAP curricula are often task-based, necessitating classroom activities and assessments that are parallel to those in the target context (Skehan, 1998; Ellis, 2009); thus, they tend to frame language teaching with academic lectures, texts, and assignments. These academic tasks do not generally include performing arts. However, recent research has reported benefits from the drama in EAP programs, including decreasing effective barriers and improving perceptions of overall language proficiency (Carson, 2012), improving oral proficiency for Graduate-level oral exams (Gray, 2105), and increasing learner motivation (Reid, 2016). This paper describes the drama component and tasks in an intermediate EAP course, in which students developed scripts, and performed them, based on works of contemporary author Maeve Binchy. It then reports the findings of a study exploring the students’ perceptions of the effects of the drama. Quantitative data (n=142) include student rankings of the level of drama’s effects on affective factors, classroom and group dynamics, and language learning. Additionally, semi-structured interviews were conducted, recorded, and transcribed with one complete, intact class at the end of the drama course (n=21). Results showed students perceived that drama had strong and very strong positive effects on 14 of 24 areas of inquiry, and overall, students felt that drama was a useful way to learn English in an EAP program.

African Literature: A Marriage between Text and Context

Obinna Ibezim
Alex Ekweeme
Federal University
Ebonyi State, Nigeria

Uchechukwu Agbo
University of Michigan-Flint
Michigan, USA
The argument that African literature is essentially divorced from the Eurocentric ideal of Arts for Arts sake is an already-established ideological position among African literary scholars. African writers believe that it is the duty of every African literary text to respond to the social issues of its day. They all agree that African literature shares an inseparable relationship with the environment, but the constituent(s) of this environment has remained a core issue of scholarly discord among African critics. Is the African literary environment the language, the physical setting, the writer, or is it the audience in view? There has yet to be any common ground among them in regard to these questions. To this end, this work shall review the different reasoned opinions of these scholars while observing the noted demerits of basing the environment of African Literature solely on each of the mentioned yardsticks. This work shall demonstrate that the environment of African Literature involves fusion and the systematic interplay between language, the writer, the physical environment, and the audience. These shall be cast against the backdrop that the environment of African Literature is made up of sensibilities to which each of the contemplated fragments contributes a part. Historicism hence shall lend itself as a veritable theoretical framework for this enquiry.

American Transcendentalist Literature and Contemplative Pedagogy

Arthur Versluis
Michigan State University
Michigan, USA

Over the past twenty years, contemplative pedagogy and contemplative studies have become established at a wide range of public and private institutions, including Brown University, Williams University, the University of Massachusetts, the University of Southern California, and numerous others. These initiatives go beyond mindfulness as it is usually understood, and include new approaches to working with literature, sometimes termed “deep reading.” While many authors and genres can be approached in this way in the classroom, one group of American authors, in particular, fit very well with this growing pedagogical development: the American Transcendentalists. I discussed the Transcendentalists’ work in detail in American Transcendentalism and Asian Religions, where I demonstrated the importance of Buddhism and Hinduism for their work, and in this short paper will take this natural affinity a step further by demonstrating a new approach to American Transcendentalism that incorporates contemplative pedagogy and provides a different perspective on this seminal American literary and religious movement. In particular, we will look at several texts from Ralph Waldo Emerson and Henry David Thoreau that will demonstrate new ways of working with literature by drawing on contemplative critical pedagogy.
The Language of Fliptop among Filipino Youth: A Discourse Analysis

Bong Borero Lumabao
Datu Ayunan National High School
Cotabato, Philippines

Riceli C. Mendoza
University of Southern Mindanao
Cotabato, Philippines

This qualitative research is a study on the lines of Fliptop talks performed by the Fliptop rappers employing Finnegan’s (2008) discourse analysis. This aimed to analyze the phonological, morphological and semantic features of the Fliptop talk, to explore the structures in the lines of Fliptop among Filipino youth, and to uncover the various insights that can be gained from it. The corpora of the study included all the 20 Fliptop Videos downloaded from the Youtube Channel of Fliptop. Results revealed that Fliptop contains phonological features such as assonance, consonance, deletion, lengthening, and rhyming. Morphological features include acronym, affixation, blending, borrowing, code-mixing, and switching, compounding, conversion or functional shifts, and dysphemism. Semantics presented the lexical category, meaning, and words used in the fliptop talks. Structure of Fliptop revolves on the personal attack (physical attributes), attack on the bars (rapping skills), extension: family members and friends, antithesis, profane words, figurative languages, sexual undertones, anime characters, homosexuality, and famous celebrities involvement.

An Analysis of Power, Positioning, and Identity in Yakubu Gowon’s 1966 Nigerian Coup Speech

Osondu C. Unegbu
Rhodes University
Grahamstown, South Africa

This paper analyzed the 1 August 1966 Nigerian Coup d’etat speech by Lt. Col. Yakubu Gowon with an emphasis on power, positioning, and identity. The speech was made after a successful, bloody, retaliatory coup of 29 July 1966 in Nigeria. The data for the speech was sourced from the Internet and the study was carried out using Systemic Functional Linguistics (Halliday and Matthiessen 2014). In terms of analyses of data, the Appraisal system of Attitude (Martin and White 2005) is used to evaluate how people respond emotionally to issues based on some culturally determined value system was. Moreover, the concepts of Individuation and Affiliation of (Martin 2010) and Machin and Mayr (2012) was applied. The speaker used words and sentences to create evasiveness, especially the extreme and bloody way the coup was carried out and alienated himself from the coup even though he was the Chief of Army Staff. He equally used language to background agency, assert power, create an in-group and out-group identity and position himself against the out-group. The study contributes to knowledge in the following areas: (i) Theoretical
knowledge about power, positioning, and identity. (ii) Linguistic knowledge about the ways in which language is used to negotiate the speech to his favor and distance himself from others. (iii) Sociopolitical knowledge about the country Nigeria since the speech was a remote cause of the Nigerian-Biafran War of 1967-1970. The events that followed the speech are linked to the present sociopolitical situation in Nigeria.

How Representative are IELTS Exam Reading Texts of First-year University Texts?

Hilda Freimuth
Thompson Rivers University
British Columbia, Canada

This presentation will highlight the findings of an IELTS study that investigated the grammatical and lexical difficulty of official IELTS exam reading texts as compared to first-year university texts. This study was meant to determine if the IELTS texts are a realistic representation of the texts that second language (L2) learners encounter in their first-year university courses. This is important knowledge to ascertain as it speaks to the validity of the test. If the test truly measures an L2 learner’s ability to engage with the first-year university reading texts, then the IELTS texts should be representative of these texts. Through a content analysis, this investigator analyzed the grammatical and lexical difficulty of four excerpts taken from first-year university textbooks in three different subject areas (total of twelve excerpts): visual arts, biology, and anthropology. The same analysis occurred on twelve official IELTS exam reading texts that were related to a similar subject matter. The two findings were then compared. The comparative analysis indicates that the grammatical difficulty between the IELTS texts and authentic texts varied, with five out of the twelve texts similar and five of the twelve different. The remaining two had differences in one of the two grammatical categories: passive voice or clauses/reduced clauses. In terms of lexical difficulty, the study revealed that the authentic texts had – in all three disciplines - greater lexical difficulty, with the visual arts text exhibiting the highest number of technical words. These findings, then, bring into question the true representativeness of the IELTS tests.

Cross-cultural communication and ELT

Kamala K.C.
Butwal Multiple Campus, Tribhuvan University
Nepal

Laxman Bhandari
Lumbini Baniya Campus, Tribhuvan University
Nepal

The main challenge of English language teaching lies in cross-cultural communication that differs in the way people think, behave and communicate. The English language is not only an
international language. It has been used as a local language by diversified people around the globe in recent years. The obstacles in teaching English are found in several areas: the use of body language, such as how people greet each other joining two hands in Nepal and how American say hi/hello with a big smile, verbal and nonverbal form of communication; how people use personal space in different cultures; the level of context, such as how people give and take gifts in different contexts; the value of time, such as the way people have different concepts of time; ethnocentrism, such as how people define their culture as superior to others, and emotions and feelings, such as how emotions and feelings are given priority in some of the contexts, but not in some others. The main purpose of this paper is to highlight the major obstacles and challenges to teaching and learning English and reducing misunderstanding with the help of a variety of reading materials that deal with cross-cultural differences in English courses for successful cross-cultural communication.

Increasing Participation of International Students in Higher Education Classroom through Technology-Enhanced Instruction

Hyunsil Park
Robert A. Filback
Jenifer A. Crawford
University of Southern California
California, USA

This study was designed to increase international graduate students’ active engagement in the classroom through the strategic use of technology. The study focuses on an attempt to use selected technology enhancements in a higher education classroom to mitigate barriers to involvement international students face, increase ease and comfort of participation, and create an overall more equitable and active learning environment. Three main theoretical frameworks guide this study: language socialization, sociocultural theory, and Technological Pedagogical Content Knowledge. Through a classroom-based intervention using qualitative case study methods, this study addresses the following research question: to what extent and in what ways can technology-enhanced instruction increase international graduate students’ active participation in class? The participants in this study are Asian international graduate students in a campus-based MAT-TESOL program. The study intervention and data collection are conducted over a five-week period and include pre-observations and pre-surveys to establish a baseline, intervention activities and observations of the integration of selected technologies, and post-observations and post-surveys. The technology used in the intervention is selected based on criteria including ease of use or viability for teachers to adopt, influence on participation and mediated learning, and promotion of higher-order thinking skills. Technologies include polling tools and backchannel communication opportunities. The resulting qualitative observational and survey data is analyzed to ascertain the consequences of the technology-enhancements in instruction in terms of the extent and nature of any increase in students’ active participation in class, insights produced into critical social and cultural understandings, and relationships to learning outcomes.
Peculiar VPs in Crime Reports in Selected English ASEAN Newspapers

Rodney C Jubilado
University of Hawaii at Hilo
Hawaii, USA

In covering and reporting crimes, one of the basic tenets observed is that of accuracy. Such accuracy entails careful checking of the facts and verifying with reliable sources. However, writing crime reports tells another story: how to go with the details? The writer has to consider the element of clarity in making the readers, viewers, and listeners understand what transpired in the crime event. The other side to be considered is that of the victims. Accuracy and clarity are needed in giving the details of the report. Details include the use of verbs in reporting the crime. This paper deals with the selected verbs used in reports. Data used are the news articles taken from the online editions of newspapers from the Association of Southeast Asian Nations (ASEAN) countries of Singapore, Malaysia, Indonesia, and the Philippines in the year 2012-2019. This paper attempts to give a picture of the verbs and other lexical items in reporting crimes in these four ASEAN countries. In the analysis of verbs, this working paper makes use of the generative school of thought in presenting the argument structure of the verbs and its lexical projection in the structures. Two questions need to be answered: Is the Logical Form (LF) of sentential projections the same in these four varieties of English? How do these national varieties of English differ in terms of crime reports?

A Stylistic Analysis of Dickens’s Dehumanization Using Animal Metaphors in Bleak House

Saoko Funada
Fukuoka University
Fukuoka, Japan

This study examines the way in which Dickens makes abundant use of metaphor in order to depict varieties of characters vividly or humorously by means of dehumanization. This device plays a vital part for the author in describing the individual features of characters as if they were animal species or inanimate objects. In particular, animal metaphors for human personalities occur with high frequency in his novels. The reason is that hundreds of characters tend to be associated with a bird, fish, insect or mammalian species, depending on gender, age, social status, appearance, personality or favorability. In reading Dickens, one also discovers the author’s constant attempt to represent characters as animals mostly with negative connotations. Thus, the main aim of my presentation is to highlight the linguistic mechanisms of Dickens’s animal metaphors in Bleak House (1852-53), where an enormous number of delineations of people as animals are found. That is, the method of my approach to his dehumanization device involves analyzing various Dickensian metaphorical forms, techniques or mental processes underlying the conceptual linkage/conflict between two different things (i.e. topic and vehicle) that are compared in context. In explicating how his animal metaphors are understood and interpreted cognitively in the reader’s mind, this study further discusses the social and cultural contexts, the “uniqueness and
unconventionalness” of his figurative language, and the data of frequency putting a focus on “conceptual metaphor theory” (Kövecses 2010; Goatly 2011) applicable to his animal metaphors. These criteria lead us to understand how effective metaphors work in Dickens’s literature.

“I could help [my peers] pull out the gems”: Developing Student Identity and Self-efficacy as Science Writers at a Hispanic-Serving Institution

Natasha Oehlman
Heather Haeger
Quentin Sedlasec
California State University, Monterey Bay

Analytical writing can play an important role in undergraduates’ development as scientists and critical thinkers (Otfinowski & Silva-Opps, 2015). However, the structure of K-12 science writing instruction can sometimes drive students to dislike or disidentify with science writing (Moore, 1994; Owens, 1999). This can threaten their success at both the undergraduate and graduate levels (Huerta, Goodson, Beigi, & Chlup, 2017; Taylor & Drury, 2004). One avenue for supporting successful undergraduate science writing is through mentored research and writing experiences (Carpi, Ronan, Falconer, & Lents, 2017). It is particularly important to ensure access to such experiences for Latina students and for students of color, female students, and new majority students more broadly, because these populations often experience marginalization in STEM domains (Brown & Leaper, 2010; Camacho & Lord, 2011; Moss-Racusin et al., 2012; NSF NCSES, 2017; Valverde, 2004; Zárate, 2018). What does it look like to support student development as science writers through undergraduate research experiences? In this study, we examined student identity and self-efficacy in science writing at a Hispanic-Serving Institution which provides extensive mentored research and structured writing opportunities. Data from interviews, focus groups, surveys, and written reflections were used to develop in-depth case studies of students’ emerging self-concept as writers during and after their participation in undergraduate research. These case studies identify experiences and supports which students perceived as especially beneficial, suggesting specific directions for future research and for both pedagogical and administrative decision-making.