

The 21st Conference of Pan-Pacific Association of Applied Linguistics
Conference Program

環太平洋応用言語学会第二十一回大会

22nd to 24th August, 2016
Tamkang University, Taiwan

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About PAAL2016

The PAAL Conference is a forum for academic exchanges among scholars and practitioners in applied linguistics and related areas. The conference provides a venue for the dissemination of current research on a wide variety of issues concerning Asia and beyond. This year, the conference is held at Tamkang University, Taiwan.

The 21st PAAL Conference is held at Tamkang University, Tamsui, Taiwan from Monday, 22nd to Wednesday, 24th of August, 2016. Tamsui is a sea-side district in New Taipei City in northern Taiwan. Tamsui means "fresh water" in Chinese, and is very famous for beautiful sun setting. Tamkang University is one of the best universities in Taiwan, founded in 1950. The university has been always esteemed as the top-class university in Taiwan.

Time table

22nd Aug.	Room 1	Room 2	Hall	Foyer
9:00- 9:30	Registration			
9:30-10:00	Opening Ceremony (Hall)			
10:00-11:00	Keynote I (Hall)			
11:00-13:00	Break			
13:00-14:30	Session A	Session B	Session C	
14:30-15:00	Break			Poster I (15:00-17:00)
15:30-17:00	Session D	Session E	Session F	

23rd Aug.	Room 1	Room 2	Hall	Foyer
9:30-11:00	Session G	Session H	Session I	
11:00-13:00	Break			
13:00-14:30	Session J	Session K		Poster II (13:00-15:00)
14:30-15:00	Break			
15:00-16:00	Keynote II (Hall)			
18:00-20:00	Banquet			

24th Aug.	Room 1	Room 2	Hall	Foyer
9:30-12:00	Symposium (Hall)			
12:00-12:30	Closing Ceremony (Hall)			

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22nd Aug.

Keynote Speech I (10:00-11:00)

Innovating English teaching: A new approach to EAP

Prof. Ken Hyland (The University of Hong Kong)

In 2012 Hong Kong totally reformed its educational system by removing a year from students' school experience and adding it to their time at university. For those of us responsible for English language provision it presented an opportunity to reconsider the kind of English that we should be teaching and how we might create courses which best prepared students for their studies. At Hong Kong University we decided to redesign our courses to focus on "English in the Discipline". This recognizes that because the conventions of academic communication differ considerably across disciplines, identifying the particular language features, discourse practices, and communicative skills of target groups becomes central to teaching English in universities. Teachers therefore had to become researchers of the genres they teach and to devise courses around the principle of 'specificity'. In this presentation I talk a little about this process, but mainly discuss the principles of disciplinary specific language on which it is based, drawing on my research over the last decade to highlight the disciplinary-specific nature of writing and argue for a specific view of teaching EAP.

Session A (13:00-14:30)

A-1

Student Argumentative Knowledge

Kana Matsumura (Waseda University)

This study examined the ability of Japanese EFL students in grade 11 to judge the quality of arguments. In so doing, this study also aimed at exploring what argumentative feature(s) appealed to the students. The study replicated part of the research of McCann (1989), in which he examined the ability of American students in 6th, 9th, and 12th to write argumentative prose and their knowledge to judge written passages as argument. Two-hundred and six subjects were asked to judge eight passages written with different argumentative features. The passages were constructed, so that they systematically varied in the degree to which they incorporated argumentative features that were identified based on the Toulmin (1958) model of argument. First, participants were asked to read each passage and decide whether it represented an argument or not. If they thought a passage was an argument, they then rated its quality on a five-point scale. Comments concerning the task by twelve randomly selected students were gathered for further analysis as well. The ratings of the constructed passages were analyzed in two ways. First, the researcher compiled the percentage of positive responses for each passage by asking if the passage was an argument. For the ratings of the eight passages, the mean ratings and their standard deviations for each passage were calculated. The passages were also rank ordered by the mean rating and compared against the results of American students in McCann's study. Key results of the study were the following. First, a quite similar tendency in rank order with those of American students indicates that the sensitivities against

argument may be something universal and that those of Japanese EFL students are not too far away from those of American participants in McCann's study. Second, the passages rated higher as arguments contained "proposition," which is defined as a particular policy or action relevant to the issue. The feature seemed to appeal to the readers. Third, the Japanese students identified the passages as argument in fairly higher percentages than Americans in McCann's study. This may suggest that they may not have a clear idea of what makes a passage what is called an argument. The study concludes that Japanese EFL high school students possess knowledge about some features of argument and to recognize how strong the argument is in written passages in L2, although they seem to have less knowledge in what makes a passage an argument.

A-2

Using a Radio Drama in English Writing Courses (2)

Keiso Tatsukawa (Hiroshima University)

This paper aims to confirm the usefulness of using a radio drama in general English writing classes at the university level. A lot of research has identified the merits of using films, TV dramas, and other visual materials for developing students' listening abilities. However, there have been very few papers reporting on the usefulness of radio dramas used in foreign language classrooms, especially the use of them as input to stimulate writing practice, namely to promote output activities. One of those few papers is the author's former article in the 2015 edition of this journal. A radio-style drama of 11 episodes, *Acapulco Vacation*, was used in English writing courses in the autumn semesters of 2013 and 2014. Three different groups of students (in total 77 students) took the courses as compulsory subjects. One of the three groups was comprised of lower-intermediate education major students (average TOEIC score of 373.3) and the other two were comprised of intermediate-level engineering and human-science students (average TOEIC scores of 623.3 and 593.3). The students were expected to listen to one of the 11 episodes before each class, and worked on open-type comprehension questions, writing their answers on worksheets every week. Also, each student wrote a 500-word summary of the whole story as an assignment at the end of the course. A questionnaire was conducted in the last lesson to evaluate the course. The results of the survey indicated that most of the students found it useful to use the radio drama to practice writing as well as listening, regardless of the differences in their English proficiency or their majors. They also felt that their writing abilities had improved. In addition, many comments indicated that the use of the radio drama created positive attitudes and motivation for second/foreign language learning.

A-3

A study investigating the relationship between L2 writing and critical thinking skills

Keigo Niji, Fumiaki Nishihara, and Kyoko Oi (Chiba University, The Japan Institute for Educational Measurement, Inc., Seisen University)

This study examines rater variability in employing prospective English teachers using both quantitative (Many-Facet Rasch Analysis, MFRA) and qualitative (think aloud) methods. To become an eligible English teacher in Japanese public schools, candidates need to qualify in both knowledge and performance based tests. These are high stakes tests, as failing candidates could only re-take the tests after a year or forego a career as an English teacher. This research focuses on raters who assess candidates' demonstration of English teaching practice via microteaching. A total of 17 raters evaluated 30 candidates based on six assessment criteria, namely, lesson flow, instruction ability, delivery, personality, expertise, and overall employment decision. Data were analyzed using MFRA to identify rater severity and consistency as well as biased interactions between candidates and raters. Think aloud data were also analyzed to explore raters' use of assessment criteria and the possible reasons for biased outcomes. Results indicate that most of the raters show consistent rating patterns but with various levels of severity; about a quarter of interactions between raters and candidates are significantly biased. The think aloud analysis shows that raters evaluated candidates not only based on different interpretations of and attention to sub criteria of the six assessment criteria but also according to the different teaching values of the raters. The paper concludes with a discussion of the value implications in test constructs and the implications for the development of assessment criteria and for rater training.

Session B (13:00-14:30)

B-1

Japanese learners' English Intonation patterns in declarative sentences

Aya Kitagawa (Keio Senior High School)

The present research aimed to describe Japanese learners' intonation pattern of English, focusing especially on declarative sentences. Previous studies have more concerned the learning of second-language (L2) segments such as vowels and consonants than that of L2 prosodic features, and therefore, more extensive research is required as for the learning of L2 rhythmic and intonational patterns. This study was conducted to contribute to moving out of the present situation. While there exist well-cited theories on the L2 segmental learning including the Speech Learning Model (Flege, 1995) and the Perceptual Assimilation Model (Best, 1995), there is no sufficient theory that can predict and depict the learning of L2 prosody. However, one of the developing theories would be the second language (L2) intonation learning theory (LILt) proposed by Mennen (2015), which is worked on from a viewpoint of cross-linguistic influence. The promising model developed within the framework of LILt suggests that the extent of successful learning of L2 intonation could be predicted by comparing the intonational features of learners' first language and L2 in light of the following four dimensions: the systematic dimension, the

realizational dimension, the semantic dimension and the frequency dimension. Since no earlier studies have described the intonation patterns of English and Japanese in all four dimensions, the present study dealt with the systematic and realizational dimensions of intonation, in which the two languages have been more likely to be compared. Based on the findings reported by preceding studies, it was hypothesized that Japanese learners of English would implement intonation differently from native speakers of English as follows. They would place a nucleus on more words in one intonation phrase, use a more limited variety of nuclear tones and implement a different alignment and pitch range. The subjects of the experiment consisted of 17 native speakers of English and 74 Japanese learners of English. They read aloud a phonologically balanced passage “The story of Arthur the rat,” which was digitally recorded. The target items were selected from these speech samples so that the intonation patterns of declarative sentences differing in the syntactic and semantic structures could be described. To approach the systematic dimension, the pitch contour was first labeled with regard to the nucleus placement and nuclear tone. Then, it was analyzed as to the alignment and pitch range so as to examine the data in the realizational dimension. The results will be reported in the proceedings.

B-2

Native-speaker and Non Native-speaker Teachers' Provision of Corrective Feedback

Yoko Asari (Tokyo University of Science)

The present observational study looks at how native speaker (NS) and non-native speaker (NNS) teachers differ in their provision of corrective feedback (CF) and their beliefs towards CF and how the latter is reflected in their actual CF provision. 12 NS and 12 NNS teachers were asked to take part in an oral interaction with a student in which they were asked to provide CF for any morphosyntactic, lexical, and phonological errors they wished to correct. They were then asked to participate in a stimulated recall interview in which they were asked to give the reasons for providing CF in the way they did or justify the reasons for not providing CF in cases they dismissed an error. Finally, they completed a questionnaire which asked them about their perceptions and beliefs about their CF usage in their everyday instruction in the classrooms. The data was analyzed through a triangulation method and the results revealed that NNS teachers' perceptions and beliefs about CF did not correspond to their actual provision of CF in terms of both quality and quantity. The cause of this discrepancy lies in the inability of NNS teachers to notice errors due to their language proficiency level. This study provides two important pedagogical implications: 1) NS teachers should be encouraged to provide CF more frequently during communicative interaction as it seems to be the case that NNS teachers cannot notice learners' errors that arise unexpectedly, and 2) there is an urgent need to improve the existing language proficiency development programs for NNS teachers.

B-3

Hai as Vague Language

Enid Lee (Okinawa International University)

Many scholars and researchers agree that speaking vaguely is an integral component of communication which can be manipulated to serve multiple functions (e.g. Channell 1994; Cutting 2007). Despite the fact that there is a growing body of research on vague language (VL), it remains a relatively understudied area of inquiry with considerable potential for crosslinguistic and crosscultural comparisons, second/foreign language learning and teaching, and intercultural and interlanguage pragmatics. This paper describes an attempt to empirically explore the nature of hai pronounced with a fall-rise intonation contour (hereafter Hai(FR)) in Japanese spoken discourse from the perspective of VL elasticity (Zhang 2011, 2015). The data consist of an 80-hour corpus of TV recordings and 46 written questionnaires completed by native speakers of Japanese. A qualitative analysis of the data reveals that the use of Hai(FR) is in the process of becoming more “stretchable” with regard to its pragmatic meaning and communicative function. In addition, the expression produces the strategic effect of achieving politeness, both negative and positive. It is proposed that a new category, namely “prosodic stretcher,” be added to the linguistic typology of VL elasticity described in Zhang (2011) to cover vague words and expressions such as Hai(FR) which do not fit properly into any of the established categories.

Session C (13:00-14:30)

C-1

The Effectiveness of Concept-Based Teaching and Learning (CBTL) of the International Baccalaureate: Increasing Intrinsic Motivation for Additional Language Learners

Yuya Akatsuka (Waseda University Honjo Senior High School)

The purpose of this study is to investigate the effectiveness of a Concept-Based Teaching and Learning (CBTL) approach of the International Baccalaureate (IB) to additional language learners in terms of enhancing intrinsic motivation. At present, although some studies have shown that the CBTL of the IB was effective in fostering students' critical thinking (Ericson, 2012), the effectiveness of the approach from the viewpoint of increasing a learner's intrinsic motivation in additional language courses has yet to be revealed. This study used questionnaires and interviews of learners to gain insight into learner motivation. To analyse the results, factor analysis was used. The participants used in the study were 80 senior high school students at a private senior high school in Japan who had not experienced the CBTL of the IB in additional language courses. Throughout the courses, participants were given a variety of authentic English texts such as blogs and magazine articles, and they were encouraged to inquire about the content across multiple disciplines. In addition, participants gave persuasive presentations. During the preparation of the presentations, the participants were encouraged to include one concept-based question and its answer in their presentation. The hypothesis of the study was that about half of the participants would increase their intrinsic motivation. The results actually indicated that: 1) over 80 percent of the participants found pleasure

with additional language learning through the CBTL, 2) participants steadily increased their intrinsic motivation through the inquiry process of the CBTL, 3) around 60 percent of participants felt that they became autonomous additional language learners compared to before the experiment. The CBTL is actually not designed only for additional language learning, however, this study succeeded in revealing that the CBTL was also effective for increasing intrinsic motivation for additional language learners. In many Asian countries such as Japan, China and India, a variety of secondary schools have recently attempted to be authorised as an IB world school (International Baccalaureate, 2015) or reform their school curriculum to foster young people who can contribute to making the world better using English as a tool. The results of this study will be useful suggestions for additional language instructors for those schools. At the conference, the presenter will propose the effectiveness of the CBTL with concrete examples of the practices that were actually conducted in the additional language courses.

C-2

Reanalysis of Reading Process Data via Learning Analytics and Knowledge (LAK)

Michiko Nakano (Waseda University)

This paper reports reanalysis of reading process data via LAK. In the 20th anniversary conference of PAAL, experimental setting, kinds of data available via LAK (Aramoto, 2015) and their descriptive statistics were reported. In this paper, the results of stepwise multiple regression analysis is presented. We asked the participants to respond pre-questionnaire items (experience scores, readiness scores, interest scores and knowledge scores, title inference scores and English Proficiency scores). After reading the newspaper article entitled ‘Tourism in Japan and the World,’ they are asked which of 30 reading strategies were used during reading. They are also given a word test, multiple-choice comprehension questions and descriptive questions. We printed out the reading process graph and they were asked to mark at which point they used a specific reading strategy. We obtained 12 measures, the experience score indicating the extent of having read newspaper articles, readiness score in which the respondents reported how much they are ready to read the topic (Tourism in Japan and the world), interest scores to indicate their interests in the topic, how much they can infer the content by looking at the title, Multiple-Choice Comprehension scores, Descriptive response scores, Word Test scores, time measures to finish reading the article, Global strategy scores, Cognitive strategy scores, supportive strategy scores and pre-questionnaire total scores. English proficiency scores they reported were not reliable, since some students who had studied abroad had not taken any proficiency tests except for STEP tests they had taken at junior high schools. For this reason, English proficiency scores is not included in the data analysis. Initially, it was hoped that the data can reveal the difference between good readers and poor readers. So, binominal logistic regression analysis was performed. Out of 66 paired correlation coefficients, 14 pairs yielded high correlations. This led us to suspect multi-colinearity inherent in the data. Variance Inflation Factor (VIF) , Tolerance (許容度), and Condition Index(条件指標) was checked accordingly. Table 1 reveals that our intuition was correct. For this reason, we run stepwise multiple regression

analysis. Table 1 represents the result. I will discuss strategy use during the presentation.

C-3

Effects of Collaborative Learning in an EFL Class: From the Perspectives of Chinese Advanced Learners

Xiaoping Jie (Tsinghua University)

A 10 week long EFL task based on collaborative learning was designed in a Chinese EFL learning class to examine how the learning style affects the advanced learners' English study. A total of 57 Chinese non-English major graduate students took part in the research design. After the task was finished, a questionnaire survey was made about how the students felt about the collaborative learning model. Data are collected and analyzed to show how actively the EFL advanced learners involved themselves in the task, how cooperative learning benefited their English learning and growth in other abilities, whether they prefer cooperative learning or independent learning, and how the participants' language abilities and English learning motivation correlate with their attitudes toward cooperative learning.

Session D (15:30-17:00)

D-1

The development of written production with intensive training, using student assessment

Yoko Oi (Waseda University)

This study investigates the effect of intensive student assessment in English writing class. Student assessment means students' self-assessment and peer assessment. The study was conducted to find the useful adoption of student assessment in class. 38 students were divided into two groups which are composed of a self-assessment group and a peer assessment group. They were asked to write on familiar topics just after being given a lecture on grammar and fixed expressions. One group assessed their written production by themselves, following the same assessment rubric as teachers'. The other group also assessed their peers' written production, using the same assessment sheet. This project was intensively conducted five times during one week. Results of the analysis revealed that the peer assessment group was evaluated higher by teachers than the self-assessment group at the end of the session. However, the fluency and complexity of written production did not present any differences between the two groups. The qualitative analysis showed a more specific and concrete idea about student assessment in the descriptive replies of post-questionnaire than that of pre-questionnaire.

D-2

Application of Assessment Production Cycle to Curriculum Evaluation and Classroom Teaching

Kei Miyazaki, Taiko Tsuchihira, and Kahoko Matsumoto (Tokai University, Seitoku University)

One of the major goals of assessment (formal and informal) is to effectively gather information about the students' knowledge, skills or abilities in order to improve curriculum and classroom instruction. Recently, many institutions rely on standardized proficiency examinations such as TOEIC® to collect this data, but we all know that the standardized external measurement cannot accurately capture the varied profiles of different students' abilities, not to mention whether a certain curriculum or program is effective or not. For this reason, formative classroom-based assessment (CBA) still plays an important role. Davidson and Leung (2009) have emphasized the many benefits of CBA over standardized examinations: improved authenticity, reliability, validity, feedback, and positive washback. If CBA is consistently used across a curriculum, more meaningful curriculum evaluation can be done than the rather one-dimensional statistical analysis of standardized tests results. However, for many teachers, particularly novice ones, formative classroom-based assessment can be daunting because of its ubiquitous, consequential, and complex nature (Cumming, 2009). High school English teachers in Japan are now facing the task of making valid, reliable, and feasible performance integrated tests which combine multiple language skills (especially productive ones) such as speaking and writing. In order to do this, one cannot merely look at assessment as products (outside measurement results) or events (interviews). Instead, assessment should be looked at as an integral part of the language teaching process because all test results must be reflected in teaching in order to increase its effectiveness (Black & Wiliam, 2010). To help struggling teachers (including those university teachers) realize this, the recently introduced Assessment Production Cycle (Green, 2014) will be useful. This process consists of 7 stages: a) specifications, (b) item writing, (c) item review, (d) piloting, (e) pilot review, (f) operational assessment, and (g) assessment review. The purpose of this presentation is (a) to show how formative, classroom-based assessment (CBA) is an integral part of language teaching, (b) to introduce the Assessment Production Cycle and demonstrate how classroom teachers can use it in their classes, and (c) to show how the collective results will lead to better-informed curriculum improvements. Some integrative performance tests will be used to provide concrete examples of each of the stages, followed by an explanation of the process in terms of Can-do checklists which can be used as a resource by teachers when they are implementing the Assessment Production Cycle.

D-3

A Closer Take a Look at Rater Bias in English Teacher Employment Examinations

Tomoyasu Akiyama (Bunkyo University)

This study investigated the possible relationship between writing and critical thinking. In Japan, how to foster students' thinking ability is of vital concern in education. This research was conducted with a hypothesis that teaching L2 English writing will promote the critical thinking ability of Japanese senior high school students.

Eighty-two 2nd-year senior high school students participated in this study. Three sets of data were taken as pretest and posttest. One was a logical/critical thinking skills test (provided by Japan Institute of Lifelong Learning), another was a survey on students' attitude toward writing in view of critical thinking, which was adapted from Stella Cottrell (2005)'s self-evaluation sheet on critical thinking, and the third was students' writing products. The test we used had two versions (Type 1 and Type 2) that were developed to measure students' critical thinking abilities. Three writing lessons which focused on the logical structure of English paragraphs were given to senior high school students as the intervention. There were two groups, Group A and Group B. In order to obtain a counter-balance, two tests (Type 1 and Type 2) were distributed equally to the two groups in both the pre and posttests. The students learned the organization of an English paragraph / English essay, hierarchical structure of ideas in a paragraph/essay, and some writing strategies, using the materials that we had developed. As a result, the scores in the posttest increased with a significant difference from the pretest ($p=.032$). We observed some marked differences in the students' perceptions of writing comparing the pre/post surveys. In addition, the students wrote more and with better paragraph structures in the posttest writing on the topic that was the same as the pretest. We concluded that the writing lessons focusing on logical structure of a paragraph/essay helped the students to form some elementary critical thinking skills in L2 and that the students became better writers of English composition.

Session E (15:30-16:30)

E-1

An Attributional Analysis of the English Excuses in Refusal Speech Acts of Korean EFL Learners

Bohyon Chung and Jongbok Lee (Hanbat National University, Mokwon University)

The paper reports on an ongoing research regarding an attributional analysis of the English excuses in the refusal speech acts by Korean learners of English as a Foreign Language (EFL). The refusal speech acts are generally found to be accompanied by giving excuses. It is also the case when the refusals in English are produced by Korean EFL learners (Chung, Min & Uehara, 2013). On the basis of the previous findings, the current study aims to analyze the excuses for causal properties (locus and controllability) thereby finding what qualifies as appropriate excuses in the English refusals. The participants included 36 Korean undergraduate students who have TOEIC scores over 700. The data were collected by the responses to 3 items of written Discourse Completion Task, which were made to three addressees depending on relative powers (i.e. higher, equal, and lower status). Excuses from the responses were initially categorized based on Weiner (1992)'s study. In the subsequent analysis, excuses based on the categories were related to appropriateness ratings. Excuse patterns in each situation and their relationship with the appropriateness scores will be discussed with reference to the theoretical constructs.

E-2

Contrastive Analysis of Indonesia and Taiwan Nonverbal Communication: Cross culture Misunderstanding

Sri HandayaniGultom (National Chiayi University)

Nonverbal miscommunication is something crucial and frequently happening if the message receiver misinterprets the meaning of message which is got from the sender. It commonly happens between cross culture countries because message sender and receiver don't know different behavior used by each other. It is faced by Indonesian students who are studying in Taiwan. To minimize the miscommunication, an observation and investigation about Indonesian and Taiwanese's nonverbal communication used in daily life were done, re-watching you-tube about gesture used by Taiwanese and Indonesian for several times, and interview of 30 Taiwanese and 30 Indonesian students who are studying in NCYU at least for 1 year about gesture (kinesics), eye contact (oculesics), appearance, touch (haptics) and smell (olfactics). The aims of this study are to know the differences of nonverbal communications between Indonesia and Taiwan and to find out kinds of nonverbal miscommunications were ever faced by Indonesian students studying in NCYU. Eye contact was nonverbal communication ever faced.

Session F (15:30-16:30)

F-1

To what extent is English language teaching methodology informed by theory?

Cui Dan and Xu Tian (Harbin Engineering University)

With the globalization of the world, English language teaching becomes more important than ever before, and many universities and classroom teachers are active to explore the most efficient and effective methodology to teach English languages to achieve a desirable result. When they seek to improve the quality of English language teaching, they often research teaching methodologies by referring to general theories about language and language learning. Theoretical bases and teachers' hands-out experience have informed methodologies of ELT, and methods of English language teaching have been improved with the developments about linguistics, psychology and education. But there is a question which extent the information that theory has made available can be used to explore English language teaching methodology and the relevance of theory to English language teaching methodology.

F-2

Effects of laughter in medical discourse

Rieko Matsuoka and Tadashi Nakamura (Teikyo University, Nakamura ENT clinic)

This paper examines the effects of laughter in medical discourse, based on the transcripts gained from the actual communication between the expert physician and his clients. The data is analysed using both RIAS (Roter Interaction Analysis System) and Politeness theory (Brown and Levinson, 1987; Yoshioka et al., 1997). The

findings using these two analyses will suggest the effects of laughters in assisting to establish rapport between the physician and the clients and, will consequently propose the effective medical discourse that may lead to quality medicine.

Poster Session (15:00-17:00)

P-1

English in Korean TV commercials and Linguistic Deviations

Hye-ryeong Hahn (Seowon University)

English today is indeed an international language. It is found everywhere in Asian countries, from street signboards to TV commercials. The present study addresses the deviant uses of English currently widespread in Korean TV commercials. In order to demonstrate how the use of English in TV commercials deviates from the norm shared by native English speakers, Korean TV commercials containing various errors were collected and classified into phonological, grammatical, and pragmatic deviations. In addition, an in-depth survey was conducted among two different language groups—Korean domestic viewers and native English speakers—in order to compare their perceptions of the seriousness of the deviations. Eighty-six Koreans and ten native English speakers participated in the survey, rating individual English copy in terms of its acceptability, intelligibility, and impact. The native speakers were also interviewed for supplementary information about their reaction to the ads. The analysis of the data revealed that native speakers were much more sensitive to the grammatical and pragmatic errors in the copy. Creative constructions lacking linguistic acceptability were found to hamper understanding and failed to impress either domestic viewers or native English speakers, suggesting that reckless use of English in TV commercials should be reconsidered.

P-2

Motivational Dynamics in Computer-Mediated Communication Activities

Satoshi Yoshida (Waseda University)

Recently, many L2 motivation (motivation in second/foreign language learning) researchers have sought to investigate the dynamic nature of L2 motivation from the perspective of Dynamic Systems Theory (DST: Larsen-Freeman, 2015). DST enables the researchers to take a sort of process-oriented approaches to their L2 motivation research and thus allows them to see when, how and why learners' motivation fluctuates in a given learning context. As Waninge, deBot and Dörnyei (2014) argued, research guided by DST can explore at least three kinds of key aspects that are thought to bring about the dynamics of motivational development: change, stability and contextual dependency. With reference to DST framework, the present study investigated the motivational dynamics of 4 Japanese learners of English who participated in an online cross-cultural discussion with Asian EFL learners. At 5 minutes intervals, all the students were asked to rate their motivation on an instrument called Motometer (Waninge et al., 2014), considering how much effort they put into the learning materials and to what extent they

enjoyed their discussion. To see when, how, and why these students' motivation fluctuated, their online discussion was video-recorded and coded on the basis of the events happened in the session. These data were summarized in a composite data sheet with the students' self-reported degree of motivation. The results indicated that all the students were highly motivated but they still showed some fluctuations in their motivation during their discussion time. The results also suggested that their motivation was undermined when unexpected problems (e.g., odd audio sound) occurred.

P-3

A study of the Effect of Learners' L1 in Learning the Usages of English Preposition “of”

Kota Wachi (Shiba Junior/Senior High School)

The purpose of this study is to investigate the effect of learners' L1 in the process of learning the usages of English preposition “of” from the perspective of cognitive linguistics. As Lindstromberg (2010) mentioned, although the meaning of English preposition “of” may seem vague and insubstantial, across many of its usages its function is clear and consistent---just not spatial. However, for Japanese learners of English, especially those who are in low proficiency level, its usages are still vague and it is really difficult to use it correctly, since the correspondence of this preposition “-no” in their L1 may constrain their learning of the meaning, that is, over-generalization of its meaning. In this study, we examine how the correspondence in subjects' L1 “-no” to English preposition “of” affects in learning the usages of the target preposition. High school and university students whose English proficiency level are not so high are chosen as the subjects of this study since they may get constrained strongly in their learning the usages of the target preposition because of their proficiency level.

P-4

The result of the EFL students' use of E-Learning Newton TLT software as the first trial

Akiko Watanabe (Waseda University)

Recently many schools and universities in Japan have adopted a variety of e-learning systems officially as well as unofficially to improve a learner's English ability. This study demonstrates the result of learners' use of an e-learning software at two private universities in Japan. The name of an e-learning software is Newton e-learning Testing Learning Training (TLT), which have been officially used in several schools and universities in Japan in order to develop their English proficiency specifically listening and reading. One semester trial for utilizing Newton e-learning was carried out to improve undergraduates' listening and reading abilities in English. Two purposes of the study were as follows. The first purpose is to investigate learners' improvement of English ability by a use of TLT software. The second purpose is to examine how learners are able to make use of e-learning effectively. In other words, how the TLT software can be applicable to their learning English. The TLT software has four unique characteristics that granted a patent between in Japan and in the U.S. and has several functions depending on the purpose of its use (i.e., TOEFL, TOEIC, Metamorphosis, Medical area, and a basic English

course). The one used in the study was learning system for TOEIC. Two research questions are follows. The first question is whether or not the students' scores in TLT increased during the course. The second question is to find out some characteristics of the results of e-learning training depending on the style of questions. The result of the study will be announced in the conference.

P-5

A Case Study on difficulties in Inflection and Affixation Forms in English Words for L2 learners

Norifumi Ueda, Eiichiro Tsutsui, Kazuharu Owada, and Michiko Nakano (Komazawa University, University of Kitakyushu, Tokyo College of Music, and Waseda University)

In L2 vocabulary researches, "word family" proposed by Bauer and Nation (1993), a unit of words which are semantically related but have different word forms, has widely been used. In a word family, inflection and affixation are categorized into seven levels according to the criteria: frequency, regularity, productivity and predictability. Each level refers to degrees of difficulty in recognizing word meanings. Bauer and Nation (1993) suggest "Once the base word or even a derived word is known, the recognition of other members of the family requires little or no extra effort" (p. 253). However, some other researchers report that in the case of L2 learners, the extent of understanding L2 vocabulary can vary according to their L2 proficiency level in vocabulary, and suggest difficulty of acquiring inflection and affixation can be predicted by L2 learner's lexical proficiency level. (Aizawa, 1998; Mochizuki & Aizawa, 2000). This study examines whether Bauer and Nation's suggestion is true of L2 learners of English. Also, we examine what factors affect L2 learners' understanding vocabulary: word frequencies, L2 learner's lexical proficiency, or levels of affixation and inflection proposed by Bauer and Nation (1993). For this purpose, (1) we examined some vocabulary lists for L2 learners to check the word frequencies of some words in the same word family. We conducted an experiment to examine whether it is difficult for L2 learners to understand the words from the same word family but different word frequencies. As a result, we found that prediction of Bauer and Nation is always true to explain the results in the experiment. Rather, other factors such as word frequencies, L2 learners' proficiency level and word familiarity could affect L2 learner's understanding word meanings like Mochizuki & Aizawa (2000).

P-6

From Another Angle: Comparisons on the Voice Onset Time of English Voiceless Plosives between Korean Speakers and American Speakers

Kwanyoung Oh (Chonnam National University)

The purpose of this study is to identify the major causes of differences in Voice Onset Time (VOT) through experimentation on Korean and American speakers. It is said that a foreign accent is closely related to VOT, and an accent like that of a native speaker is deeply dependent on proficiency of VOT (Major 1987:201). If so, we have a question about what difference Korean learners of English will show in VOT value compared with

American speakers. One thing that is well known to us is that when we observe the plosives in Korean and English, the plosives in the case of Korean are differentiated by tense, but in English they are discriminated by VOT. In addition, we say that VOT is a phonetic parameter to exhibit the voicing contrast of plosives in English. Therefore, the fact we definitely predict is that there is a difference between speakers of the two groups in terms of the duration of VOT. In this study, we will conduct an experiment in order to find out the several causes of differences in VOT from various perspectives. The questions to be studied are as follows: First, we will consider whether the pronunciation of Koreans reflect the effects of their mother language. From analyses of the experiments, we can confirm the insistence that the VOT value of American speakers is shorter than that of Korean speakers (Kim & Kim 2014). Second, we will examine if VOT can really show the voicing contrast between voiceless and voiced plosives in Korean and American speakers. Third, this study will explore whether the position of plosives in words or phrases is reciprocally related with the difference of VOT. Finally, from a phonological aspect, we will examine whether the stress of a vowel affects its duration. As a result of this study, we expect to find the parameters of VOT that make a difference in the voiceless plosives to Koreans and to utilize them in education.

P-7

Korean EFL Learners' L2 Proficiency and Debating Skills

Hyun Jin Kim (Cheongju National University of Education)

This paper shows Korean EFL learners' English debate course and their evaluation of the course. After three debates during the 15 week course, the learners did the survey on the debate course and wrote reflection paper. The data analysis and results show that they believe their debating skills improve more than their English skills through debate. All three categories were marked as important elements of an effective debate, but 'English ability' and 'Content & debate skills' categories were recognized more important than 'Delivery.' Among 'English ability' subcategory, 'vocabulary' and 'fluency' were recognized more important than 'pronunciation' and 'grammar', and 'grammar' was the least important element. Among 'Content & debating skills' subcategories, 'explicitness' was marked as the most important', and 'evidence/example' was ranked as the least important'. Korean learners replied that debate classes contribute to the improvement of their L2 proficiency and debating skills overall, but they replied that their L2 proficiency does not improve as much as their debating skills. Despite those responses, they found debate classes interesting and useful because they were provided more chances to use English in class, to express in English what they think, to study English while preparing for the debate, and to apply what they have learned. Also some students replied that they could expand their knowledge through preparation for and participation in the debate.

P-8

Lexical network potentials based on co-occurrence patterns: A preliminary analysis of graded readers

Naoki Sugino, Noriko Aotani, and Yuya Koga (Ritsumeikan University, Tokai Gakuen University, Meiji University)

L2 vocabulary learning through extensive reading has been a vigorously researched topic. However, of the two dimensions of lexical competence suggested by Meara (1996), viz., size and organisation, these studies have focused mainly on an increase in learners' vocabulary size. Similarly, analyses of reading materials have concentrated on coverage, and repetitive occurrences, of the words at various frequency levels. To the authors' knowledge, little attention has been directed to how extensive reading might help learners organise their lexical knowledge. As a preliminary study to fill this gap, we will attempt to present lexical network potentials inherent in graded readers. For this purpose, ten books of graded readers (five expository and five narrative) at the same level are placed under scrutiny. Employing association analysis, co-occurrence patterns of words within sentences are extracted from each book, which is followed by explication of how the patterns evolve as the total number of the running words increases. This explication is made possible by the use of Gephi (Bastian, Heymann, & Jacomy, 2009), an open-source software package for network analysis and visualisation. The properties of the networks of co-occurring words will be reported, and pedagogical implications will be drawn in the presentation.

P-9

Pre-service Primary English Teachers' Beliefs about Language Teaching and Their Teaching Style Preferences

Hyun Jin Kim (Cheongju National University of Education)

The purpose of the study is to explore the pre-service primary English teachers' beliefs on language teaching and their teaching style preferences. 42 pre-service primary English teachers were asked to do the surveys and their responses were analyzed. The results show that there is a difference between the pre-service teachers' beliefs and their teaching style preferences. Two significant things were found from the results of two surveys are as follows. First, there is a difference between pre-service primary English teachers' beliefs on English teaching skills and their teaching style preferences. They are not likely to use four skills out of the top 10 which they believe are important: giving smooth, systematic lesson, interacting with students, modifying language according to students' proficiency, responding appropriately. What it implies that they need to develop those skills. The other finding is that pre-service primary English teachers believe that communicative activities, interpersonal activities, inductive instruction, multi-sensory techniques are helpful for teaching English to primary school students. Based on the findings, it is argued that pre-service training program should be provided for the pre-service teachers to recognize the difference between their beliefs and their teaching style preferences and develop qualified English teaching skills they need to.

P-10

Assessing outside-of-class activities of individual EFL learners

Eiichiro Tsutsui (The University of Kitakyusyu)

It may be of special interest to note recent trends of active learning seen in education in Japan. An inevitable consequence is that teachers must cope with a new paradigm of teaching. Learner-directed and learner-centered approaches are introduced into our daily activities, and one-way lecture-type teaching or passive in-class learning can be replaced by flipped learning or other hybrid learning methods. One of the new roles teachers may play is to monitor and evaluate learners' activities taking place both inside and outside the classroom. This study examines individual learners' learning process, behavior, and achievement taken from our many years of accumulated data through an extensive reading project, flipped teaching, computer-mediated communication and e-learning. With the use of proficiency and achievement test data, we shed a light on characteristic features of high and low achievers, which may give us some ideas about the success (or failure) of self-directed learning.

P-11

Dependency types in learner English and authentic English

Masanori Oya (Mejiro University)

This study introduces the framework of Dependency Grammar and applies it to characterize learner English, with respect to the dependency types found in learner English and authentic English. Dependency Grammar has been attracting researchers' attention because of its simple setting and variety of application; in Dependency-Grammar formalism, every word in a sentence depends on another word in the same sentence, and the dependency relations among words are all given a certain type, which is necessary for each word to be interpreted appropriately as part of the sentence. For example, in a sentence David is reading a book in his room, the word David depends on the copula is, and this dependency relation is given the type subject, and the word book depends on the word reading, and the dependency type is object. The dependency relations among words with their dependency types for a sentence constitute the dependency trees for the sentence. The assumption in this study is that we can find certain differences between learner English and authentic English in terms of Dependency-Grammar formalism; in particular, certain dependency types may be found in authentic English more frequently than learner English, or vice versa. This study uses Stanford Parser (Chen and Manning 2014; de Marneffe, MacCartney and Manning 2006) to obtain the dependency trees for sentences in some English texts in a learner corpus (ICLE) and those in the abstracts of nine major academic journals published in the year 2015. Through the examination of the frequency of each type in the parser outputs of these two genres of texts, it is found that some dependency types such as noun compounds or conjuncts are more frequent in the authentic texts, while others did not regardless of the types of texts. The implications of the results will be discussed at the conference.

P-12

Reflection processes among student teachers of English using the J-POSTL portfolio

Junko Negishi (Tsurumi University)

This paper reports a reflection process of university students who belonged to a teacher-training course of English. Nine students participated in the study while evaluating themselves on the Japanese Portfolio for Student Teachers of Languages (J-POSTL), a reflection tool which supports students' autonomous progress. J-POSTL is a Japanese version of the portfolio for student teachers of languages and was adapted from E-POSTL (European Portfolio for Student Teachers of Languages) by members of Japan Association of College English Teachers (JACET) to reflect the Japanese educational situation. J-POSTL has one hundred CAN-DO descriptors in seven categories and the participants answered the questions (descriptors) utilizing a five point scale (i.e., "cannot do it" 1—2—3—4—5 "can do it"). The participants evaluated themselves four times in 16 months—(1) when they started a third year class titled "English Teaching Methods II", (2) at the end of the spring semester, (3) at the end of the fall semester, and (4) after finishing a three-week practice teaching in the early summer of the following year when they were seniors. The overall average score was 1.81 at the beginning and 3.32 at the end. When looking at the progress of each question result, the lowest rate of increase was 1.15 times and highest rate of increase was 3.00 times when comparing the very beginning and the very end. The result may have shown that the participants gradually and steadily learned English education methodology and realized they could improve by attending the class and by practice teaching. However, some aspects did not improve much, such as "Evaluation," which might be due to the participants not having an opportunity to evaluate real students in the classroom or in their practice teaching. In order to improve low-evaluated aspects, we teachers need to set up a quasi-classroom situation in which student teachers can experience a school-like environment.

P-13

How the Idea of International Understanding Can be Used in High School English Textbooks in Japan

Yuko Koyama, Kouichi Ano, and Takako Machimura (Bunkyo University)

In the global world, people with different cultural backgrounds need to work together to build a society in which they can live together, accepting diversity. Byram (1997) mentions the importance of intercultural competence (IC). It consists of four dimensions: attitude, knowledge, skills and critical cultural awareness. In fact, without IC, people may cause serious misunderstandings or conflicts in communication even if they are linguistically competent in the target language. The model of international communicative competence (ICC) is also proposed. It consists of four competences: linguistic, sociolinguistic, discourse and international competences (IC). By learning ICC, people will be able to interact with people from other countries and cultures in a foreign language. This model is appropriate for Japanese learners of English because most of them study English as a foreign language and it is likely that they will speak English with interlocutors from a variety of cultural backgrounds. Koyama (2015) analyzed three high school English textbooks in Japan, which are used by more than half of all

the high school students in Japan, and mentioned there are various contents which give students some awareness of intercultural competence in the textbooks. It is important for students not only to improve their English skills but also to learn roles of culture in their English classes. The purpose of this study is to clarify how the idea of international understanding can be used in high school English textbooks. The two popular high school textbooks in Japan were selected in this study. The texts of each lesson are analyzed based on the three points, attitude, knowledge, and skills, which include the dimensions of IC. The results shows that the viewpoints of intercultural competence are contained in English textbooks. It will give English teachers some hints how to improve students' ICC by using English textbooks.

P-14

Genre-based analysis on the use of metacognitive strategies in EFL reading

Yuju Lee and Ho Han (Ajou University)

This study explores EFL learners' use of metacognitive strategies in reading different genres, and tackles two questions: 1) Do EFL learners adopt different metacognitive strategies while reading different genres? 2) Are there any differences in terms of English reading proficiency levels in the use of metacognitive strategies while reading different genres? In order to delve into the issue, we asked 34 students to read three different genres, Argument, Description, and Explanation, and investigated their use of metacognitive strategies through a survey questionnaire. We focus on three strategies, Global Reading Strategies (GLOB), Problem-Solving Strategies (PROB), and Support Reading Strategies (SUP) which are subcategories of reading strategies from Metacognitive Reading Strategies Inventory (MARSIS). The results indicate that there is no overall difference in the use of metacognitive strategies while reading different genres, but the subjects rely on PROB in reading all the three genres much more than GLOB and SUP. Through MANOVA, we found that overall, the subjects at a higher level of English reading proficiency use more metacognitive strategies, and in particular, they utilize PROB more than the lower level subjects. Based on the results, we argue that strategies-based instruction need to comply with the types of materials in relation with types of learning strategies.

P-15

The Influence of English Language Education in South Korea

Yukiko Ideno (Toyo University)

In 1997, Korea started two English classes a week in primary school. Compared with Japan, Korea advances 14 years ahead from Japan. At that time, Korea was involved in the currency crises. To improve this condition, Korean company and society encouraged students to learn and speak English more fluently than before in order to fight equally against western countries in trading. As a result, Korean students' TOEIC score and conversation ability gradually increased. This means, in Korea, if students would like to enter a high leveled university or get a good job, they will have to take an English test and obtain a higher score. Additionally, if university students would like

to be promoted in a company, a high English score will be necessary. In a competitive society like Korea, to acquire English early and use it well are the most important aspects. Japan has faced same situation as Korea at the point of teaching English. This survey will illustrate English education in Japan compared with Korea. Knowing contrast between Japan and Korea will be helpful for developing a teaching method and a curriculum in every stage related second language acquisition in Japan.

P-16

English Language Learning through NNS-NNS Interactions in CMC Environment

Bok-Myung Chang (Namseoul University)

This study aims to evaluate the effects of NNS-NNS interactions through CMC on English Language Learning. The purposes of this research are like these: 1) to prove that the interactions between NNS-NNS of English are effective on English language learning of university-level of EFL learners in Korea, 2) to prove that the use of CMC is effective in cultivating the communicative competence of Korean university students. The subjects of this research are the university students of Korea who participated in CMC activities through online chatting between Japanese university students during the spring semester, 2016. The English abilities of the participants were tested by TOEIC.

P-17

The Effects of CMC on the Affective Domain of EFL Learners in Korea and Japan

Bok-Myung Chang (Namseoul University)

The purpose of this study is to explore that computer-mediated communication (CMC) provides several benefits for EFL learners in affective domains besides of language learning. 70 EFL learners in Korean university participated in CMC activity, on-line chatting, with the EFL learners of Japanese university in the spring semester, 2016. The qualitative method was used for understanding the research inquiries. Data include student journal, student survey, and interview. Based on Chen's framework (2005), this research surveyed the students' reactions on 1) cultivating learner's motivation in learning EFL, 2) learning English in low anxiety environment, 3) sharing cultural knowledge of foreign countries. The results of the survey show that most students of this study evaluated the use of CMC activities in learning English very positively. This finding implies that CMC use in English classroom can provide some benefits to EFL students' affective domain.

23rd Aug.

Session G (9:30-11:00)

G-1

The treatment of vocabulary in the English language textbooks used in Japanese upper secondary schools

Takahiro Tadokoro and Katsuhisa Honda (Chiba university)

The Ministry of Education, Culture, Sports, Science and Technology (MEXT) has substantially enhanced English education by strengthening learners' proficiency of English in Japanese upper secondary schools. However, despite the effective implementation of new English education techniques, many questions persist, such as "What kinds of English textbooks are used in the Japanese curriculum and are they effective?" Current research on the English language textbooks used to teach English as a foreign language (EFL) has found that they play a crucial role in motivating and enhancing EFL students' language proficiency (e.g., Dorahaki & Riazi, 2014). In addition, the way that vocabulary is presented and taught in these textbooks has a significant influence on how well learners build their overall English language proficiency (e.g., Schmitt, 2000). The purpose of the present study was to investigate how vocabulary is utilized in the English textbooks currently used in Japanese upper secondary schools. The Japanese government has discussed the amount of English vocabulary taught in upper secondary schools, and the latest revision of Course of Study (MEXT, 2009) has restructured English language course curricula to meet social expectations by increasing the level of English taught in these textbooks. There are over 26 types of English textbooks that have been approved by MEXT for use in each class of upper secondary schools. Even though there are no criteria for course syllabi, class standards, and how the teachers present the material (i.e., what vocabulary the students should learn and how to use it), English teachers use their students' English proficiency to assess the quality of course materials. The present study has examined the English vocabulary presented in 40 different textbooks used in Japanese upper secondary schools, and the results indicate that there is a huge range in what vocabulary is presented. In some textbooks, the number of vocabulary words is more than three times the number in other textbooks. Therefore, based on these findings, English teachers must carefully determine which textbooks are best matched to their learners' skill levels. Along with an overview of the treatment of vocabulary in English language textbooks in Japanese upper secondary schools, this study describes and analyzes the different aspects of these textbooks that focus on integrating communication skills and vocabulary knowledge. Finally, it reveals a gap in the current vocabulary treatment between globally-produced instructional materials and locally-produced English textbooks in Japan and proposes some ways to address this issue.

G-2

Interactional Co-Construction of Meaning in ELF: A Sequential Analysis Focusing on Utterance Completions

Hiroki Hanamoto (Tokyo Denki University)

In the field of English as a lingua franca (ELF), numerous approaches to data analysis have been applied to empirical research since the 1990s. The aim of ELF research has gradually changed and really shifted from identifying core features such as phonology, lexicogrammar and syntax to the description of the achievement and maintenance of interaction among interlocutors who do not have the same first language. This study then intends to explicate the process how ELF speakers manage to overcome problems in communication to achieve mutual understanding in ELF interactions. Some major previous findings show that ELF speakers employ notable communication strategies such as “let-it-pass” and “repair” when understanding is negotiated overtly in interactions. However, utterance completions have also been found to occur in ELF contexts. Using a sequential analysis, this study therefore investigates how utterance completions by an interlocutor contribute to interactions when dealing with troubles in expressing the speaker’s idea. The author examines video-recorded ELF interactional data between a Japanese university student and one international student from either Malaysia or Turkmenistan at a Japanese university. To enrich the data analysis, the author also conducted retrospective stimulated recall and engaging in post-interview tasks as well. Through a sequential analysis, we preliminarily found that utterance completions allow the speaker not only to ensure the smoothness of talk and also to monitor understanding at every stage of communication, namely collaborative interactional behavior. In other words, they use utterance completions in order to complete the unfinished idea or message and create the meaning between a speaker and a recipient, and to enhance the clarity of their utterance. In this presentation, we will consider how ELF speakers’ utterance completions contribute to co-construction of meaning before non-understanding has taken place.

G-3

The explicit and implicit phonological knowledge in L2 education

Taeyoung Kim (Waseda University.)

In this presentation, I would like to discuss the idea concerning implicit and explicit knowledge in L2 education in terms of phonological variation of a target language. In Korean language, there is three way distinction in stops and affricates. These distinctions are lenis /b, d, dz, g/, fortis /p', t', tɕ', k'/ and aspirated /ph, th, teh, kh/. In word initial position, all of them are realized as voiceless. Also in Korean, nasal sound often becomes denasalized in word initial position which for non-native speakers of Korean is sometimes realized as plosive-like sounds. The first one can be said to be explicit or conscious/overt distinction between stops and affricates in Korean language because the three way distinction is phonologically distinctive. The latter one, denasalization of nasal sounds, can be said to be implicit or unconscious/covert distinction in the language system because of its phonological

indistinctiveness. The current presentation suggests why these phonological knowledges should be considered and thought in L2 education situation. The three way distinction in Korean, needless to say, should be acquired by L2 learners no matter what the learner's need is so that L2 learners can produce the target language correctly in communication situation. However, the denasalization matter is not related with meaning distinction in Korean and native speakers never realize its existence, even though it is a quit prevalent phenomenon in Korean. This phenomenon can be said implicit knowledge and with its apparent appearance in communication situation it should be educated in L2 education environment, but is not needed to be acquired by L2 learners. If the learners of Korean language had no chance to have any instruction concerning the denasalization, then they would have a problem in communicating with native speakers of Korean. This presentation will give an idea what should be mentioned and which knowledge should be acquired in L2 education situation.

Session H (9:30-11:00)

H-1

Controversy over the nature of age-related effects on second language acquisition

Chihiro Sampei (Chiba University)

The national strategy of implementing early English education in EFL countries is indicative of the generally-held belief that “earlier is better” for children’s successful acquisition of a second language (L2). In studies of second language acquisition (SLA), such a familiar consensus has been theoretically investigated in terms of age-related effects, often invoking the idea of the “critical period” after which “individuals (...) are worse at learning a language than younger individuals” (DeKeyser, 2000, p. 500). Despite the popularity and influence of the widely discussed critical period hypothesis (CPH), which assumes the existence of a critical period for L2 acquisition, the research community has not reached an absolute consensus on the nature of this phenomenon. Empirical research findings have yielded diverse conclusions, leaving room for different interpretations of the CPH in L2 acquisition. The core problem underlying such controversial findings is that the studies have not been conducted under unified norms of the concept of the critical period, view of the nature of age effects as a learner-factor, and design of CPH empirical studies. The present study aims to explore the exact nature of the critical period for L2 acquisition through a narrative review of the controversial findings of the literature. By taking into account the problems of the abovementioned empirical studies, this controversy is analyzed from the following three perspectives: conceptual misunderstandings, complexity of L2 acquisition, and methodological difficulties. Through this study, my intention is to clarify the nature of the critical period for L2 acquisition as well as to discuss how we should interpret the nature of the age factor and apply it to L2 learning in the EFL context. Furthermore, this study considers the significance of CPH studies, as one of the important areas of learner-factor research in SLA, by examining not only whether or not/how younger might be better but also how, in general, the age factor influences L2 acquisition at any age. Taking the view that “earlier is better” does not necessarily indicate the simple pedagogical implication of “earlier teaching is better” (DeKeyser, 2012, p. 455), the study presents the implication

of the concept of CPH to the educational policy, curriculum development, and classroom teaching in the EFL instructional context. Furthermore, with regard to the limited source of CPH research in the EFL context, this study claims the necessity of more studies investigating the effects of the critical period in the EFL learning context.

H-2

The Roll of Story-Based Practice in Intercultural Education

Yusuke Kida (Chiba University)

The aim of this paper is to investigate, the effect of story-based practice on the tolerance attitude of fifth grade elementary school learners regarding differences in others. To achieve this aim, an analysis was carried out on the results of a questionnaire survey focusing on Japanese public school students' awareness of and reflections on cultural diversity. It is important to children to understand that different people see things differently and it is important to be tolerant of others (Pniter, 2006). A tolerant attitude is one of the components of intercultural communicative competence (Byram, 1997) as outlined in the intercultural communication part of the Common European Framework of Reference (CEFR). To facilitate the achievement of the intercultural communicative competence in this study, a story-based practice exercise was conducted, which included intercultural training (Pike & Selby, 2001). The subjects of the study were three classes of fifth grade public elementary school students in Japan (n=113), who had been learning English since first grade. The story-based practice incorporated intercultural activity relating to a story, and the activity was conducted once for each class forty minutes. For the purpose of the study, participants wrote a reflection sheet during and after the class. The reflection sheets were then collected and used to analyze the participants' opinions of the story characters, themselves, and their friends as the story unfolded. The analysis was carried out using a sensitivity analysis program, namely, IBM SPSS Text Analytics for Surveys. The study yielded a number of results. First, although the way the characters in this story behaved was controversial, the learners either accepted the characters positively or reflected on themselves through self-comparison with the characters. Second, through intercultural activity during the story-based practice, the learners shared their own ideas with each other. This helped them to see that every individual may have different ideas about the same situation, which they found interesting. In the study, although the practice was conducted only once for forty minutes, the students still learned that different people may see things differently and may have variety opinions. The experience enabled them to relate to the subject matter of the story and to share their individual ideas and values with each other. It is hoped that the implementation of story-based practice will afford young learners the opportunity to understand and emphasize with each other's thoughts and views.

H-3

Self-regulated Language Learning and Proficiency: A Quantitative Analysis

Akiko Fukuda (Rikkyo University)

By focusing on less proficient Japanese EFL learners, this study is intended to investigate the relationship between learners' proficiency and self-regulated language learning. To this end, characteristics of low proficiency learners' self-regulated English learning were explored quantitatively, in comparison with high proficiency learners. Ninety-seven Japanese university students participated in this study. Their proficiency was defined by their TOEIC scores, and 67 learners were assigned to the L-group and 30 learners were assigned to the H-group as a comparison group. The Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich, Smith, Garcia, & MacKeachie, 1991) was used for measuring learners' self-regulated language learning. It comprises 81 items divided into 6 motivational categories and 9 learning strategic categories. Four out of 9 are resource management strategic categories. MSLQ were carried out on the website for ease in access. The participants were required to select only one value on the 7 Likert scale (1 = not at all true for me, 7 = very true for me). An exploratory factor analysis revealed 5 motivational factors and 6 learning strategic factors. Based on these factors, multiple regressions and t-test were performed. Multiple regressions found that metacognitive strategies, effort regulation, and coping problems were the factors which significantly affected learners' proficiency, while any motivational factors did not show a direct influence on learners' proficiency. The whole factors of self-regulated language learning could explain one-quarter of the influence on learners' proficiency. On the other hand, t-test showed some significant differences between the L- and H-groups in terms of self-efficacy, intrinsic goal orientation, test anxiety, metacognitive strategies, effort regulation, and coping problems. Compared with the H-group, the L-group tended to feel obviously lower self-efficacy, intrinsic goal orientation, and higher test anxiety. Additionally, the L-group seemed to use less metacognitive strategies, effort regulation and coping problems than the H-group. It can be said that the effective use of learning strategies should be prompted to enhance learners' proficiency. Furthermore, motivational components are likely to indirectly affect learners' proficiency; the reinforcement of learners' self-efficacy and intrinsic goal orientation might be the key to encourage less proficient learners to carry out self-regulated English learning.

Session I (9:30-10:30)

I-1

Analysis on the preposition error types in Corpus for English Majors (CEM)

Shuochen Wang (Takushoku University)

This presentation will focus on the analysis on the error types of Corpus for English Majors (referred as CEM). CEM is a 2007 National Social Sciences Fund Special Project which is a learner corpus of Chinese learners of English Major containing approximately one million words. It contains written essays questions of TEM-4 and TEM-8 including translation works. TEM (Test for English Majors) consists of two test levels: TEM-4

administered at the end of the second year and TEM-8 at the end of the fourth year in their undergraduate program. All the errors made by learners are marked in a xml style designed by the publisher. I will be analysing specifically the number of occurrence of each preposition error type in the corpus. I will classify the preposition error types into 3 types: addition, deletion and modification. Addition is when student write extra preposition when it is not needed, deletion is when a preposition needed is missing and modification is when a wrong preposition is used instead. Further I have identified the error types into normal preposition errors and prepositional phrases. Finally I will examine each preposition words and report any interesting error types that was present in the corpus.

I-2

Vygotsky's Sociocultural Theory: The Use of Culture in Intellectual Development and Mediated Action

Wakako Kobayashi (Nihon University)

In the current second language acquisition (SLA) research, as well as contemporary developmental psychology, many attention, although not enough, has been paid to the sociocultural theory of Lev Vygotsky (Michell & Miles, 1998, Rogoff, 1990) and discussed, occasionally compared with Piagean psychological theory (William & Burden, 1997), adopting the terms such as mediation, scaffolding, the Zone of Proximal Development (ZPD), private speech, inner speech and regulation etc.. My goal in the presentation is to review a few of Vygotsky's ideas and to see how these ideas could be discussed in the light of social constructivism in which four key elements, the learner, the teacher, the task and context interact with and affect each other. I hypothesize and investigate the two aspects, regarding how culture is treated. I discuss first, social and cultural origin of individual mental functioning, second, Zone of Proximal Development and teacher's instruction, third, Vygotsky's uses of culture, fourth, non-active individuals in sociocultural theory. Then, a Post Vygotskian, Wertsch (1991,1998) has developed and slightly advanced the original theory, terming, mediated action, in which action involves in an irreducible tension between the mediational means and individuals. As a conclusion, I present first, Vygotsky's sociocultural theory emphasizes social and cultural influences on intellectual growth, i.e. the development of higher mental functioning. Second, learners acquire cultural beliefs, values and problem solving strategies in the context of social conversation with more skillful partners as they internalize the externalized verbal instructions. Third, in Vygotsky's theory, we must develop the content of the externalized verbal instructions so that learners can increase intellectual growth- internalization. Although his prime concern is mediation between individuals and society, the more focus is on attributed to the culture, especially signs rather than tools. Here I conclude that Vygotsky has a semiotic-mediated based approach to culture, where the role of active individuals could be minimized. Fourth and lastly, if we take a look at Vygotsky's theory from a social constructivist approach, it has an element of a kind of derivative behaviorism. Vygotsky has a view that human behavior and mind must be considered in terms of meaningful actions rather than just biological natural reactions. Therefore, activity takes place of the dash in the formula S (Stimulus)-R (response), where object and subject are culturally specific.

Session J (13:00-14:30)

J-1

What can programming language do for our analysis?: The usefulness of Jupyter Notebook in the analysis of language testing

Yusuke Kondo and Yutaka Ishii (Waseda University)

In the field of language testing, we may need to analyze learners' speech or writing in order to examine property of the test that we make. Corpus analysis software, software for finding word patterns, is very useful in this kind of analysis. However, sometimes, we may encounter some difficulty on that kind of software, because we may need to analyze an aspect of learners' performance that the software cannot analyze. In that case, we write codes to analyze such aspect of learners' performance in a programming language, such as Perl or Python. On the other hand, in the analysis of language testing, we always need to analyze test score or evaluation score. In so doing, we need some help of some statistical software, but we cannot know how the statistical software calculate because we just enter our data into the software and click on some buttons. Therefore, that makes us to use R, a programming language for statistical computing. As a consequence, we are obliged to use two kinds of environment, one is for text processing of learner language and the other, for statistical computing, which leads to inefficiency in our analysis. In this paper, in order to propose a solution to this problem, we demonstrate the usefulness of Jupyter Notebook, which a browser-based computational environment for Python. In Jupyter Notebook, a language-agnostic environment, we can add support for R, which means that both statistical computing and text processing are available in a single environment.

J-2

Test-taking Strategy Use in Responding to Reading Comprehension Question in a University Entrance Examination in Japan

Tatsuro Tahara (Waseda University)

The study investigated Japanese EFL learner's use of test-taking strategies—the processes which test-takers select and conscious of (Cohen & Upton, 2006, p.4)—in responding to reading comprehension questions in the National Center Test in Japan as well as how they acquired the strategies so that their learning process in preparation for university entrance examination of English in Japan could be revealed. Participants were six freshmen in a selective private university in Tokyo, Japan. Think-aloud, observation, and follow-up interview were combined to examine the participants' use of test-taking strategies and to explore how they had acquired the strategies. While responding to reading comprehension question in a part of the National Center Test, participants were asked to verbalize what they were thinking. During the thinking-aloud, the author observed the students and took notes of their strategy use. Later, the participants were asked about the strategies they had used and how they had acquired the strategies in the follow-up interview using the author's notes. The protocol data and interview data were analyzed by means of the Modified Grounded Theory Approach (M-GTA), a qualitative analysis method, which

explicated the relationship between test-taking strategies the students used and their learning in preparation for university entrance examinations. Key study results were summarized in terms of (1) test-taking strategies students used, (2) emergence of strategies, and (3) the model of relationship of students' learning. First, the analyses identified three types of test-taking strategies: 1) Question-related strategies: (e.g., underlining, elimination, using graphic symbols, withholding, and checking questions before reading), 2) Passage-related strategies: (e.g., using slash, attending to discourse-markers, and skipping examples), 3) Question & Passage-related strategies: (e.g., consisting of paragraph, visualization, time-series, and keyword use). Second, four elements emerged in regards to the students' inner aspects and using test-taking strategies: 1) Knowledge gained from others such as teachers in high school and, instructors in yobiko or juku, 2) Students' learning experiences including daily learning process and, knowing past entrance examinations, 3) Feedback such as trial and error and, transfer, and 4) Mental-management process, such as tension avoidance and increasing concentration. The four elements were found to have caused the emergence and use of test-taking strategies by the students. Third, the model on the emergence and use of test-taking strategies was generated. The model shows that students' learning experiences is the central function that directly affects emergence and use of the test-taking strategies.

J-3

Exploring Tertiary Education Students' Academic English Learning by Adopting Tailored MOOC Materials

Wenli Wu and Qing Ma (PolyU Hong Kong Community College, The Education University
of Hong Kong)

This research reports on the academic English learning process of Hong Kong tertiary students who studied at a community college for a prolonged period of two years. "English for Academic Studies" is a compulsory course for all the year one students to prepare them for undergraduate degree studies. It has been frequently observed that English teachers at this college encountered resistance and low attendance rate from students when they relied on textbooks to teach this course. To enhance students' learning motivation and outcome, a new approach, which is to adopt tailored MOOC (Massive Open Online courses) materials in and outside classroom, has been employed since 2014. Unexpected popularity of this course was perceived from students' learning feedback. Using Song & Hill's (2007) self-directed learning theory as the conceptual framework of this research, we will firstly analyse the influences of personal attributes, process attributes and learning context in MOOC learning. Secondly, we explore the current MOOC learning situation in Hong Kong. Then we argue that, in the classroom-based learning, success mostly depends on learning context. In other words, well-designed learning resources, effective feedbacks from tutors and peer support play important roles in enhancing students' English learning outcomes. Questionnaire survey, interview and research diaries are adopted as research tools to collect data. Both quantitative and qualitative data were analyzed, with the aim to understand tertiary students on their experience of using MOOC materials to improve their academic English. According to our first round of data, we have found that tailored MOOC materials

are helpful for students to improve their learning motivation. As a result, students can perform better than those who are in traditional classrooms. Nevertheless, the role of classroom teachers cannot be neglected as appropriate guidance is desired from students.

Session K (13:00-14:30)

K-1

Turning Anxiety to Hope: The roles of teachers in a new blended EFL learning

Seiko Oguri and Tetsuo Kato (Chubu University)

The authors have been involved in designing a three-year English curriculum for the robotics engineering major at a private university in Japan. Launched in April 2014, the new curriculum has reached its third year with over 240 students. While the department values the development of communication abilities in English, most of the students have mixed feelings toward learning English: anxiety and hope. They are anxious about failing to acquire any of English skills again. But, on the other hand, they hope to become able to go beyond false beginner level before they graduate university. For both teachers and students, it is too obvious once-a-week classes do not provide sufficient opportunities in acquiring any fluency in the target language. The authors thus have been striving to seek the ways to increase both quantity and quality of learning in and outside classrooms by: -blending individual and class tasks -combining face-to-face and online strengths -directing students to self-access other extracurricular opportunities The goal of the new blended EFL curriculum is to build confidence in students to continue to learn the target language both within and beyond accredited courses and to let them become independent learners. In this presentation, the authors will discuss the roles of teachers in helping students stay motivated in this new curriculum with a special focus on how teachers adapt and supplement materials to provide scaffolding necessary. The presentation also demonstrates how classes are planned and reflected, how collaborative teaching is carried out, and how learner attitude are improved.

K-2

Developing intercultural citizenship education in foreign language classroom practice

Hongtao Jing (Waseda University)

The purpose of this presentation is to introduce a collaborative project about developing intercultural citizenship education in the foreign language classroom in 10 universities in Europe, East Asia, and Latin America. This project was among 20 members of an informal network of researchers 'Cultnet' (<http://cultnetwork.wordpress.com>) [based at the University of Durham, UK]. The aim of the project is to combine language and citizenship education and to demonstrate how the introduction of subject matter and principles from citizenship education into foreign language education gives meaning to language education beyond its instrumental function and extends citizenship education beyond a focus on the national. Under the leadership of Michael Byram, curriculum development projects involving at least two countries each were planned in 2011-12. Since then, 10

projects have been carried out in Argentina, China, Denmark, Hungary, Italy, Japan, South Korea, Sweden, Taiwan, United Kingdom, and the USA. Each project is an empirical classroom study integrating intercultural communicative competence and civic action in the intercultural citizenship community. The project used Barnett's (1997) classification of criticality in education systems and Byram's (2008) five levels of civic engagement. The results reveal that intercultural citizenship learning could be categorized with respect to (1) content; (2) technology; (3) intercultural communication; (4) critical self-reflection and (5) critical action in the world. One book as the outcome of the project will be published through Multilingual Matters in November, 2016. The chapters have been arranged in three sections: how learners and teachers think about some of the key concepts of the project (Chapters 1, 2 and 3 in Section 1), through two examples of how teachers can cooperate to work in parallel with their learners (Chapters 4 and 5 in Section 2) to chapters 6-10 (Section 3) which describe learners of different ages and different levels of linguistic competence can be taught on the basis of the principles of the project. This project contributes to nurturing citizens with key democratic competences. Citizenship becomes the content of foreign language teaching, the intercultural citizenship competences can be developed in the language classroom, criticality is also an intended outcome. The approach also contributes to bridging social divides as students from different countries work collaboratively in a transnational project and develop a strong sense of bonding called 'international/transnational identification.'

K-3

Roles of Causal Factors and L1 in the SLA of English Preposition

Miki Hyun Kyung Bong (Shinshu University)

Do both Japanese speaking learners (JSLs) and Chinese speaking learners (CSLs) find it difficult to master English prepositions? Do they show persistent variability in the second language (L2) English preposition production? Attempting to explore these questions, this study sets to investigate how JSLs and CSLs acquire English prepositions, what roles their first languages (L1s) play, and whether there are other causal factors that can account for variability in L2 acquisition, namely, the Misdevelopment hypothesis, suggested in Bong (2005, 2009) or the full L1 transfer/ or learning L2 through L1 suggested by the Prototypicality hypothesis. This study argues that the prototypicality effects can account neither for developmental patterns of semantics of English prepositions nor for the variability observed in the L2 preposition production by JSLs and CSLs. In order to test the two competing hypotheses (i.e. the Misdevelopment hypothesis, and the Prototypicality hypothesis), the following research questions are formulated: (1) Why some senses of prepositions develop earlier (faster) than others; (2) What roles do the syntactic and semantic properties (in the scope of lemmatic transfer) of L1 (Japanese and Chinese in this study) play?; and (3) Why does L2 preposition production often differ from the target language norm? In particular what determines the patterns of omission and substitution errors documented in the existing literature and found in the current experimental study in which JSLs and CSLs who were first-year college students participated. Presenting some interesting findings from the current experimental study, I propose that the observed patterns of

‘some commission/substitution errors’ are the outcomes of ‘lemmatic transfer’ of L1 and of other causal factors, building on the accounts of the misdevelopment hypothesis developed in Bong (2005, 2009) and of the lemmatic transfer hypothesis developed in Bong (2011). Interestingly, the results obtained from the experiment do not confirm the ‘prototypicality effects’ but support the claims of the misdevelopment hypothesis and of the lemmatic transfer hypothesis. This study suggests a new perspective of the determinant factors in L2 acquisition of English prepositions, modifying the claims about the influence of prototypicality and the L1 full transfer / or learning L2 through L1 claim in L2 acquisition.

Poster Session II (13:00-15:00)

Q-1

University Preparatory English Camp: Perceptions of Its Participants and Instructors

Myeong-Hee Seong (Eulji University)

This study examines how participants and instructors of the university preparatory English camp perceived the program. For this, program development, camp operation, and camp effectiveness were evaluated by both participants and program instructors. Surveys were conducted to measure participant and instructor perceptions of the program. The program for this study was conducted for two weeks in January 2016 during the winter vacation period prior to the student’s first semester of university classes. Participants included students from 50 different high schools, who had chosen to attend E University in Korea the upcoming semester, and five native English instructors. Questionnaires were given to both the instructors and the students following the completion of the program. The student questionnaire contained 23 questions categorized as four items and open-ended questions. The instructor questionnaire contained seven items including: the benefit of the program, the least effective thing about the program, technology and materials, scheduling, staffing, opinions on future improvements, and additional comments. This study provides the framework for future research on the efficacy of preparatory English programs for incoming university students, as well as, provides preliminary data in support of the effectiveness of such programs at improving students comfort level with, and general ability of speaking, English at the university level.

Q-2

Aspects of English Writing in a CCDL Course

Hikyoung Lee and Kazuharu Owada (Korea University, Tokyo College of Music)

This presentation examines the nature of English writing conducted in a cross-cultural distance learning (CCDL) course. While all four language skills (reading, writing, listening, speaking) are dealt with in cross-cultural distance English language learning, a heavy focus is placed on fluency at the expense of accuracy. Grammar is not at the forefront nor is it emphasized in any way. In this light, this presentation attempts to bring grammar to the forefront and argue that learners should take charge of enhancing grammatical accuracy. Aspects of English writing in a

joint CCDL course among Waseda University, Tamkang University, and Korea University are examined. Although the main framework of the course is unified across the universities, details regarding course components and evaluation differ. First, how and in what ways English writing is manifested and evaluated in the course by the three universities are examined. Next, a sampling of student writings is analyzed for grammatical errors to determine what types of errors are made. In order to explore how learning autonomy can be enhanced in terms of grammatical accuracy, a survey on perceptions of grammatical accuracy is administered. Preliminary results show that the three universities differ in their approach to promoting grammatical accuracy in students' writings. Fluency is far more promoted than accuracy. In addition, while mechanics are touched upon in evaluation of writing, grammatical structure is not. Students seem to perceive the need to improve accuracy but think of the CCDL course as a means to promote fluency. Lastly, implications and pedagogical interventions that can be taken to promote learning autonomy in improving accuracy in particular writing through CCDL are discussed.

Q-3

Change in Student Anxiety in Communicating Through a Short-Stay All-English Camp

Tomoka Noguchi (Aichi Gakuin University)

The purpose of this study is to explore whether students' anxiety in communicating in English would decrease through participating in a 5-day English camp. The participants were 18 students majoring in English language and cultures at a private university in central Japan. During the camp, they were obliged to communicate only in English with each other as well as instructors, so that they could have a simulated study abroad experience without getting too far out of their cultural and geographic comfort zone and without large financial outlay. Methods: students were asked to complete the Foreign Language Classroom Anxiety Scale (FLCAS) before and after participating in the camp to find out if there were any significant differences in students' anxiety levels in communicating in English. The FLCAS, developed by Horwitz, Horwitz and Cope (1986), is a self-report measure of language learners' feelings of anxiety in the foreign language classroom, consisting of 33 statements. It has been widely utilized to measure the affective components of language learning. Non-parametric analysis was used in this study. The results indicate that participating in an English camp, even just for 5-days, has an influence on decreasing students' anxiety levels in communicating in English. This paper also discussed the possibility of participating an English camp to raise students' motivation to learn English as well as lead to greater achievement in English proficiency.

Q-4

Effects of Extensive Reading on EFL Learner Reading Attitudes

Paul Dickinson (Meijo University)

This poster presentation will report on a three-year study of the effects of extensive reading (ER) activities on Japanese EFL learners' reading attitudes. ER-based activities were integrated into a communicative English course at a Japanese university. Pre- and post-ER program questionnaires were used to elicit learners' evaluations of the activities as well as data on reading attitudes. Analysis of the data indicated that the ER activities had positive effects on reading attitudes, especially the perceived enjoyment and difficulty of reading in English. The findings suggest that implementing ER activities in EFL courses can improve learner motivation and reading attitudes. Implications of the findings for language curriculum design will also be presented.

Q-5

Study abroad experiences on students' willingness to communicate: A case study of Japanese university students

Nami Iwaki (Nagoya University)

This study qualitatively and quantitatively reports on findings of an investigation into Japanese students' perceptions of willingness to communicate (WTC) in the study abroad context. The students completed WTC questionnaire before and after participating in a one-year study abroad exchange program, and responded to an open-ended questionnaire reflecting their experiences abroad after their return. Although many studies have claimed that study abroad experiences significantly develops or improves their abilities including WTC, this study did not confirm any differences among students in their pre and post-WTC except for few isolated items. The study carefully examined the reasons behind this and concluded that students engaging in study abroad already have high WTC to start with. However, from the open-ended questionnaires, it is evident that students reflect their experiences positively, rating in particular that study abroad experiences afforded them self-growth, broadened their view, deepened their intercultural understanding, and learning to confront and deal with difficulties on their own.

Q-6

Behavior of learners of Japanese as a second language from non-Chinese character culture areas when they learn Kanji: An eye movement study

Yoko Okita (Juntendo University)

Eye movements and responses were recorded while beginning level of learners of Japanese as a second language from non-Chinese character culture areas (JSL-NC) participated in Kanji character recognition tasks. Air writing was also observed during the recognition tasks. Air writing is writing a Kanji character in the air with a finger when one is asked to recall a Kanji character from its components. It is said that air writing is only found in Chinese

character culture natives, namely Chinese, Korean, and Japanese. There were five visual stimulus groups, 15 Vague Kanji, 15 Pseudo Kanji, 15 Distorted Kanji, 15 Real Kanji, and 15 Korean characters. Vague Kanji had minor wrong graphic features based on writing mistakes by JSL. Pseudo Kanji had a non-existent combination of radical and other components. Inverted Kanji had an inverted radical position. Real Kanji were chosen from the beginning level of Japanese language textbooks. Participants with high correct rates of Inverted Kanji tended to take long time to make a decision. Their reaction times were long, numbers of point of gaze were large, distance of eye move was long, and air writing was observed were worst in average correct rates. In contrast, participants with low correct rates of Inverted Kanji tended to spent short time to make a decision. Interestingly two participants whose correct rates of Inverted Kanji were very low (0%) were perfect at detecting Real Kanji and Korean characters, but failed to judge correctly Vague, Pseudo, and Inverted Kanji. This suggests that two participants could not distinguish Kanji like characters from Real Kanji characters. Short reaction time, small number of point of gaze and no air writing also suggest that the two participants did not analyze internal graphic structure of Kanji. The correct rates of Inverted Kanji were more likely related to length of reaction time and the number of point of gaze, rather than length of Japanese learning period. Participants who did not have previous learning experience spent more time on components of Kanji characters. Participants who had around 200 hours classroom learning spent more time to compare components by moving eyes between components. This suggests that learning process of Kanji form might proceeds from learning of component and then learning composition of component.

Q-7

A Study of CLIL Activities in Japan: In Search of Practical Effects in Middle Schools

Yuko Tominaga (Senshu University)

The objective of this research is to detect how CLIL (Content and Language Integrated Learning) activities work in Japanese school settings, especially in middle schools. In this study, the participants are the second-year students (age 13 to 14) of a middle school in Tokyo, Japan. They were divided into an experimental group and a control group. The participants of the experimental group were regularly given eight reading materials based on CLIL for six months, while the participants of the other group were given two of them at random for the same term. The reading materials were related to what the participants had already learned in other subjects: science, math, history, art, and so on. The materials were also organized according to the syllabus of the school so that the participants could make use of their background knowledge easily. The answers of their comprehension checks and questionnaires were analyzed statistically. In the previous presentation, the result of the control group only was reported. In this conference, the result of the experimental group, which indicated that the learners of the group were able to enjoy learning English referring to their background knowledge they had, will be reported.

Q-8

A Study of WTC and Motivational Self System in Korean English Learners' English Speaking Skills

Hyesook Park (Kunsan National University)

The present study explores the relationships among willingness to communicate (WTC), motivational self system and English learners' speaking skills. 65 Korean college students participated in the study. They are asked to answer the questionnaires related to WTC and motivational self system, and their English speaking abilities are assessed by TOEIC speaking test. For the analyses, cronbach's alpha is calculated to check the internal consistency of questionnaire items, and descriptive statistics are calculated to examine the overall patterns of participants' WTC and motivational components. In addition, correlation and regression analyses are conducted to investigate the relationships among participants' WTC, motivational self system, and English speaking skills. The results of the analyses and suggestions for fostering English learners' speaking skills are given in the study.

Q-9

The Effects on Learning Achievement of the Leveled Classes in a Korean University

Eun-Kyung Kim and Eunpyo Lee (Chungbuk National University, Eulji University)

Paying attention to student-centered instruction is important for successful English learning in EFL circumstances. This study is aimed at investigating the positive effects of student-centered instruction on high-level and the low-level students. It also seeks to analyze the effect of the current English level-based classes. This study focuses on the differences between high level and low level classes. The experimental group was exposed to student-centered instruction and the control group was given teacher-centered instruction. The results, based on a questionnaire and the analysis of the two test results, are shown as follows: the student-centered instruction had more positive effects on the psychology of the low-level students than that of the high-level students. The test results of the experimental group improved more than those of the control group. Therefore, the study suggests that student-centered instruction had more positive effects on the student's academic improvement. Also, the low-level students participated in the class more actively and their test results improved much more than that of the high level students in the experimental group.

Q-10

TOEIC Results Depending on the Number of Practice Tests

Eunpyo Lee and Eun-Kyung Kim (Eulji University, Chungbuk National University)

This study looks into two different medical student groups over the 3 year period to compare the results of the TOEIC to examine whether having more mock tests prior to the standardized TOEIC tests actually enhances their test scores. Their final TOEIC scores were compared upon administering five mock tests for one group, and three for the other group. The students were interviewed to learn of their motivation to study the TOEIC. The group of 5-mock-tests scored the average of 838 on the final test, increase of 16 points from 822, whereas the group of 3-

mock-tests showed 872, increase of 39 points from 833. These results show that the number of mock test does not reveal any correlation with the test scores. Through interviews with the students, it was learned that they were externally motivated by their parents' expectations toward them, chances to go abroad, and financial rewards upon good scores.

Q-11

A study on native English speaking teachers' teaching effectiveness through teaching evaluations

Eunhee Han (Korea Nazarene University)

This study aims to examine the stakeholders' evaluations on native English-speaking teachers (NESTs) who teach English in Korea. The participants were 25 stakeholders including the principal, vice-principal, and the head-teacher of NESTs who teach at elementary school in Choongchungnam-do, Korea. Data was collected through an evaluation sheet and descriptive opinions which were prepared by stakeholders. The evaluation sheet was divided into five categories: a) characters, b) teaching behavior, c) teaching effectiveness, d) encountering with students, and e) cultural adaptation. The findings show that the NEST's stakeholders were positive in all categories. This study concludes with suggestions for further study.

Q-12

Business English Reading to Develop Intercultural Communicative Competence of College Learners of Korea

Hyung-ji Chang (Sun Moon University)

The present study is aimed at revisiting Business English Reading (BER) to develop the Intercultural Communicative Competence (ICC) of college English learners of Korea. In the study, the BER instruction was designed on the basis of Capstone Design and the 24-item intercultural sensitivity questionnaire developed by Chen & Starosta (2000) was administrated to 31 students enrolled in the course of BER. In the results, the degree of ICC was significantly increased and it was confirmed that the instructional design, which is based on the Capstone Design, has a critical role to decrease the gap between the target and native cultures of English learners of Korea.

Q-13

The effect of native culture of Japanese and Korean learners of English on reading comprehension

Yong Ju An, Nakyung Kwon, and Hyung-ji Chang (Sun Moon University)

The present study is aimed to confirm how native culture of language learners is transferred to English reading strategy in terms of comparison study of Japanese and Korean readers of English. In the study, 32 students (JS=16, KS=16) were recruited and encouraged to take a test of phonographic and orthographic processing in English word identification. The test consists of two parts; reading aloud task and reading comprehension questions. In the

results, KSS outperformed in reading aloud task, while JSs performed comparably in a reading comprehension test with KSS. Although the further investigation is required, the present study proposes that the visual and meaning-based strategy of JSs in reading is allowed them to have the comparable reading competence with KSS, who prefer to use a sound-based strategy in English reading.

Q-14

The Presentation of Culture in Korean English Textbooks

Hyun sun Im (Korea University)

L2 speakers of English now outnumber L1 speakers by at least three to one, making English a bridge between people of different races, religions, and ethnic/cultural groups. Yet many L2 English curricula and materials used in Korea mislead learners about the role of the language by focusing on L1 speakers' cultures and propagating the false notion that L1 speakers own the English language. In Korean English education, learners are not made familiar with the concepts of "world English," "global English," and "international English." Instead, pedagogical materials treat English as a possession of British and North American cultures. This paper argues that exposure to a multicultural curriculum allows Korean EFL learners to see that they share many common experiences with other people throughout the world and, ultimately, that English is important not just for scholastic and professional goals, but for understanding and interacting with people of other cultures all over the world. The paper also presents a study comparing three textbook series used in Korea (national English textbooks authorized by the government, imported Oxford Press textbooks, and textbooks produced by Korean English educators). The study refers to the 7th national curriculum's specifications for cultural content to analyze the role of culture in the textbooks.

Keynote speech II (15:00-16:00)

Why is L2 English Prosody So Hard? –A Quantitative Account of Stress, Focus and Information Planning

Dr. Chiu-yu Tseng (Academia Sinica)

Producing continuous speech in L2 is a challenging task because it requires simultaneous planning of L2 linguistic specifications, higher level discourse associations and information placements. We assume that higher level planning requires within-phrase chunking and cross-phrase paragraph phrasing while information arrangements through emphasis weighting assignment and allocation. The above involved planning is most notably delivered through distinct global melodic modulations and patterns. We conduct quantitative analysis of collected speech corpora and found that distinct Taiwan (TW) L2 features are (1) less consistent discourse chunking, (2) fewer distinct contours by prosodic words, (3) diverse patterns of word stress, (4) less distinguishable focus status and (5) less degree of emphasis contrast. While (1) and (2) are largely attributed to general L2 planning difficulties and much reported, our results showed the other three features merits more attention. Our F0 analyses found that the fundamental prosodic difference of the Taiwan Mandarin and American English in the pitch domain is that

English requires sharper high/low contrast by higher-level prosodic units but less such contrast in accentuating lower-level prosodic units whereas TW Mandarin patterns are the exact opposite. As for speech tempo modulations, assuming that the composition of speech tempo involves multiple factors and assume that contributing factors include at least the intrinsic duration from segmental composition, word stress, boundary type and focus status, etc. , respective contributions in the speech signal could be better accounted for through normalization of acoustic contributions, and examined the English phonetic inventory, the way stress type (primary, secondary and tertiary), boundary type (non-phrase final, continuation rise, final rise and final fall), as well as focus status (non-focus, function words, broad focus and narrow focus). Analyses of speech data of L1 vs. Mandarin L2 English not only verified the contribution of each factor examined, but also demonstrate in what explicit ways the temporal composition of Mandarin L2 English differs from the L1 norm. They are (1) more varied phonetic realization of phoneme categories, (2) less robust degree of stress contrasts, (3) less robust and inconsistent boundary adjustments, and (4) little distinction of broad and narrow focus contrasts. The most interesting revelation is that knowledge does not guarantee execution. There exists a discrepancy between L2's phonological awareness and phonetic realization at every level of linguistic composition that collectively constitute output speech melody and tempo. But the gap could be better filled if we understood the reasons better than before.

24th Aug.

Symposium (9:30-12:00)

L2 English Writing Instruction in the Asian Context: Theory, Methodology and Evaluation

Symposium Summary

The purpose of this symposium is firstly, to share the present states of writing instruction in different Asian countries in order to learn from each other. To be specific, we will discuss the positive results and various problems faced as the requirements of English as a Second Language education and writing instruction have gone through many changes, reflecting the changing milieu of English education in the world. Nowadays, the issues in writing instruction include how much local variation should be allowed in terms of different levels of language (vocabulary, grammar and discourse or rhetorical structures), and what kinds of genres should be taught at which level or in what kinds of courses. Thus, secondly, we would like to reconsider the theories, methodologies, and evaluation of writing with an eye toward constructing models that will work most effectively in the Asian context. Of course, there will be some variations depending on each country's situation, with an overall aim to produce more global citizens who can effectively communicate Asian interests with the world on an equal footing.

With the advancement of ICT technologies, the boundary of writing and speaking has become blurred in the age of multi-modal literacy, which actually has resulted in teaching and evaluating an increased number of writing genres. At the same time, genre-specific teaching and evaluation have become even more important. In some cases, our instructional methods have not caught up with the ever-changing forms of electronic message exchanges while on the other hand, the ability to produce proper formal writing required for special purposes has probably become more valued for professionals working in the globalizing world.

Although the panelists are based in Japan and Hong Kong, a study on different Asian countries' writing instruction will be presented by Professor Kyoko Oi and the discussant, Professor Ken Hyland has a wide knowledge and rich experience with the writing instruction of different countries in other areas. We very much hope to hear from the audience about successful aspects of and/or problems with the writing instruction in your countries during the discussion part that follows the presentations.

L2 English Writing Instruction in Hong Kong: Approaches and Challenges

Dr. Barley Mak (The Chinese University of Hong Kong)

The Curriculum Development Council (CDC), an advisory body providing recommendations to the Hong Kong SAR Government upon the curriculum development and school syllabus across the whole education system in Hong Kong, puts forth an English education curriculum framework which sets the overall direction for both the education and curriculum development in regard to the learning and teaching of English language. The English Language Curriculum Guides for Primary 1 - Secondary 3 (CDC, 2002) and Primary 1 – 6 (CDC, 2004), as well as the English Language Curriculum and Assessment Guide for Secondary 4 – 6 (CDC, 2007) stipulate the learning

targets and objectives for Key Stages 1 to 4 as well as the pedagogical principles and recommendations for teaching English as a second language, together with guidelines, teaching ideas, suggestions, exemplars and assessment practices that help schools to plan, develop and implement their school-based English language curriculum. In this regard, both the primary and secondary schools in Hong Kong set their writing topics and text types with reference to the suggestions in these curriculum guides. With reference to the assessment scoring guides of Hong Kong Examination and Assessment Authority (HKEAA) for Territory-wide Assessment (TSA) for Key Stages 1 to 3, and the Hong Kong Diploma of Secondary Education Examination (HKDSE), teachers marked students' writing in accordance with the assessment criteria set by HKEAA. In short, the English Language curriculum guides published by CDC show schools and teachers the direction for the English Language curriculum and text types to be covered in the syllabus, whereas the scoring guides of HKEAA have wash-back effects on the marking of students' written work.

To report on how L2 English writing is taught in Hong Kong, the presentation starts with some background information about public assessment requirements as well as learning targets and writing skills in Hong Kong for Key Stages 1-4, covering both the primary and secondary English Language curriculum. For public assessment requirements, samples of writing papers and marking schemes of TSA at the end of Key Stages 1 – 3 and HKDSE at the end of Key Stage 4 are first introduced. They are all criterion-referenced assessments of which the marking schemes, with holistic description for each assessment criterion under different domains including content, language and organisation, are provided for both teachers and students to refer to when doing markings and evaluation. For expected learning targets and writing skills, relevant information stated in the English Language Curriculum and Assessment Guides (CDC, 2007) is then referred to. A comparison among the four Key Stages is also provided.

Against this background, the presentation focuses on the discussion of five approaches of teaching writing currently adopted by the majority of English teachers in both primary and secondary schools in Hong Kong, namely, modelled writing, guided writing, independent writing, process writing and genre-based process writing. Each approach is illustrated with theory, methodology and evaluation. Modelled writing aims to guide students to think and develop ideas following the model provided by teacher; guided writing focuses on helping students scaffold ideas and enable them to plan, organise ideas, draft, revise and edit in the writing process; independent writing encourages students write their own piece with very little support from the teacher. Evaluation of students' works is usually done after teacher's marking. However, for process writing and genre-based process writing, evaluation is conducted at various stages to help students keep polishing their work. The former engages students in pre-writing, while-writing and post-writing stages together with peer review, whereas the latter helps students to familiarise themselves with the text organisation before they start writing and go through the procedures of pre-writing, writing, editing, doing final draft and publication.

The presentation concludes with some discussions on the limitations and challenges of different approaches, for example, time constraint, teachers' workload and multitasking, as experienced by English teachers in Hong Kong.

The New Possibilities of and Problems with Writing Assessment in the Context of Integrated-skills Teaching

Dr. Kahoko Matsumoto (Tokai University)

As secondary and university classes in Japan have become more skills-integrative, the need for integrated-skills assessment has gradually increased. This reflects the requirements of the so-called “21st Century Skills” and the increasing trend of teaching meaningful contents in English or any other foreign language, notably in CLIL (Content and Language Integrated Learning). In the past, assessment of the writing produced by a research project involving various skill sets has been done in many EAP and ESP classes, but little systematic attention has been paid to the assessment of writing as a product of such integrated-skills teaching.

As a general rule, effective assessment aligns with both the class contents and the teaching method, namely, what is being taught and how it is taught. Because teaching and assessment are the two sides of a coin, teachers who want to make an effective connection between input and output should learn how to make valid, reliable, and feasible integrated-skills tests or do more long-term project-based, portfolio-type assessment. This in turn will allow the students’ progress and the effectiveness of the teaching to be evaluated. An academic group to which the researcher belongs has been giving annual workshops on integrated-skills teaching and related test creation for prospective and in-service teachers with an eye toward raising Japanese English teachers’ Assessment Literacy (Taylor, 2009), where some typical difficulties with integrated-skills teaching and assessment have been observed. At the same time, researchers themselves have been experiencing the problems with reliable assessment in the age of multi-mode literacy. However, the biggest challenge facing us is how we can incorporate this kind of authentic, real-life oriented assessment into the existing rigid entrance examination system in Japan.

In this presentation, the new possibilities of using and assessing writing in various integrated-skills courses will be reported on while the problems and/or difficulties related to the writing resulting from the project-based, communicative tasks which are frequently involved in such courses will be shared. In doing so, the results of studies and perspectives of authorities in this area such as Plakans (2013 & 2015) and Cummings (2013) will be referred to in the analysis of the data collected by the researcher.

Finally, several examples of test specifications and rubrics for a valid and reliable integrated-skills assessment through writing will be proposed including typical test items from TOEFL®-iBT. The presenter is looking for constructive input from the floor.

Comparison of EFL writing Practices Perceived through a Students’ Survey between Japan, South Korea, Taiwan and Hong Kong

Dr. Kyoko Oi (Seisen University)

The aim of this presentation is to report the findings from a study that investigated the way English writing is taught in Japan, South Korea, Taiwan and Hong Kong from the students’ point of view. In order to investigate this, we conducted a survey to investigate the way writing is taught and evaluated in these four countries/regions. The main areas we aimed to investigate were: (1) What kinds of writing tasks and genres do students experience in

high school English classes? (2) What kinds of feedback on writing do students receive from teachers in high school English classes? (3) To what extent do students experience L1 writing activities in high school L1 classes? (4) What kinds of writing tasks and genres do students experience in university English classes? (5) How do students evaluate their own writing skills when they complete their college writing courses? In total, we collected 1,356 responses from undergraduate students who had experience of being enrolled in EFL writing courses at universities in Japan, South Korea, Taiwan, and Hong Kong. The results revealed both similarities and differences between the four countries/regions.

The findings indicated that although common trends were manifest in the four countries' approach to teaching writing, there were also differences in students' perceptions of the types of writing tasks and the amount of writing they experienced in instructional contexts. From the results, it seems to be clear that there is a greater focus on writing in Hong Kong than in the other places in the study. Another thing that can be inferred from the results is that greater emphasis is placed on writing in Taiwan than in Korea and Japan. A possible explanation for this is that writing is included in the university entrance examinations in Taiwan, which are compulsory for all applicants whereas this is not the case in Korea or Japan.

There are also common features across the countries/regions. First, essays and summaries are commonly used genres in the classroom across the four countries/regions. Another common point is in the lack of consistency of how much feedback is given.

Overall it seems that students in Hong Kong seem to do more advanced writing activities at the high school level in terms of content, length and organization of their texts. Students in Japan and Korea tend to spend more time on grammar-based activities and sentence level translation than on writing larger assignments, and their introduction to different genres of writing may come much later. As mentioned above, the difference in the case of Taiwan can be largely attributed to the role that writing plays in university entrance examinations, so teachers have to prepare students for these tests. An analysis of the supplementary data indicated that these differences might be caused by each country's unique language policy and exam-oriented educational culture. Detailed results will be presented at the symposium.