# The 23rd Conference of Pan-Pacific Association of Applied Linguistic

## Applied Linguistic

## Juntendo University, Japan

## 21-23, Aug., 2018

**Time table**

| 21st Aug. | Rm. 301 | Rm. 302 | Rm. 303 | Rm. 402 |
|---|---|---|---|---|
| 9:00- 9:30 | Registration | | | |
| 9:30-10:00 | Opening Ceremony (Rm. 401) | | | |
| 10:00-11:00 | Keynote I (Rm. 401) | | | |
| 11:00-13:00 | Break | | | |
| 13:00-14:30 | Session A | Session B | Session C | Poster I (15:00-17:00) |
| 14:30-15:00 | Break | | | |
| 15:30-17:00 | Session D | Session E | Session F | |
| 18:00- | Banquet | | | |

| 22nd Aug. | Rm. 301 | Rm. 302 | Rm. 303 | Rm. 402 |
|---|---|---|---|---|
| 9:00-10:30 | Session G | Session H | Session I | Undergraduate session |
| 10:30-11:30 | Keynote II (Rm. 401) | | | |
| 11:30-13:00 | Break | | | |
| 13:00-14:30 | Session J | Session K | Session L | Poster II (13:00-15:00) |
| 14:30-15:00 | Break | | | |
| 15:00-16:00 | Keynote III (Rm. 401) | | | |

| 23rd Aug. | |
|---|---|
| 10:30-12:00 | Symposium (Rm. 401) |
| 12:00-12:30 | Closing Ceremony (Rm. 401) |

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

An ELF-aware Approach to English Language Teaching

Andy Kirkpatrick,

Griffith University

As Seidlhofer and Widdowson point out, 'the global learning of English needs to be based on its global use' and that this means that English as a lingua franca 'corresponds more closely for what is real for learners, and is a more realistic objective for them to achieve'. It is also important to note that there are a myriad different contexts in which ELF occurs. My own work (Kirkpatrick 2010, 2012, 2017) shows a range of contexts in which ELF is used in Asia. ELF communication depends on the context, the linguistic and cultural backgrounds of the speakers and the ways in which the speakers negotiate meaning. In this it exemplifies a social constructivist understanding of language use in which people learn and use a language 'by creating their own version of it in their minds, hearts and behaviour' (Kohn 2011:80). This also means that their need for ELF will change depending on circumstances and contexts. And while it is sensible to note that mutual intelligibility is a key aim for all ELF communication, it may not be the only aim an ELF user has in mind. In this talk I shall first review how English is being adapted and adopted by Asian multilinguals as a lingua franca and then outline 5 principles for an ELF-aware approach to English language teaching which takes into consideration the diversity and complexity of ELF and which will illustrate ways in which English language teachers can adopt an ELF-aware approach to their classrooms. I will make East and Southeast Asia the primary context.

**Session A** (13:00-14:30)

A-1

Development of a Blended Learning Program for Training Medical Interpreters

Naoko Ono[1], Junko Okabe[2], Taeko Hamai[3], Reika Masuda[1], Shinyo Lee[1]

[1]Juntendo University, Faculty in International Liberal Arts, [2]Sizuoka University, [3]Osaka University

According to the Ministry of Justice, 24,039,700 foreigners visited Japan in 2016 showing 21% increase comparing previous year (The Ministry of Justice, 2018). Against this background, language barriers put the health of foreigners in Japan at risk, because they have difficulty in accessing health care and communicating with medical professionals. Medical interpreting training is urgently needed in response to language problems.

The goal of this study was to further develop the e-learning program into a blended learning program that is the blend of face-to-face lectures and e-learning. A blended learning program for medical interpreters was developed based on an e-learning program developed in 2015. The results were

integrated into a syllabus. Our study suggests that the developed blended learning program could be useful in improving students' knowledge and abilities in the field of medical interpreting; however, further research is necessary to determine the most effective type of medical interpreter training. The blended learning program developed in the current study could be a powerful tool for future research towards devising more effective medical interpreter training programs that can help to overcome common language and cultural barriers between medical professionals and patients.

## A-2

Research Trends in Computer-assisted Language Learning and Mobile-assisted Language Learning for English

Hye Ji ,Yoon and Hikyoung, Lee

Korea University

The present study aims to examine research that has been published about the effects of Computer-assisted Language Learning (CALL) and Mobile-assisted Language Learning (MALL) on English learning. In particular, this study examines English as a Foreign Language (EFL) learning of native Korean speakers in Korea. A meta-analysis conducted on research trends shows the effects of CALL and those of MALL on Koreans learning English. A total of 59 studies were selected according to search criteria and examined through a meta-analysis. Only quantitative studies have been analyzed to determine the quantifiable effects CALL and MALL. Major results show that CALL and MALL are overall beneficial and that they are tools that facilitate language learning. Other findings show that a majority of studies have shown that learning conditions and overall language competence were enhanced.

## A-3

Using a Large Computer Science Corpus to Build an Automatic Writing Suggestion System

Howard Hao-Jan Chen

Department of Englsih, National Taiwan Normal University

In this paper, an automatic writing suggestion system is introduced. This system was built based on a large computer science corpus and can automatically provide suggestions of frequent academic lexical bundles for ESL/EFL learners in their English writing. To investigate the usefulness of the system, a group of EFL learners were invited to try on this system and provide feedback, and the students' overall perceptions toward the system was rather positive. For long-term development, bigger corpus data are needed for the advancement of the automatic writing suggestion system.

**Session B** (13:00-14:30)

B-1

Topic Interest in Reading in a Japanese EFL Context: Flow Theory

Yasuharu Nakamichi

Tsukata Junior High School

The purpose of this study is to investigate the relationship between topic interest and engagement in reading in English within the framework of flow theory (Csikszentmihalyi, 1990). It is a motivational theory proposed by Csikszentmihalyi (1990). The study addresses the following research questions: 1) Does topic interest have effect on engagement in reading in English? 2) Is there any relationship between reading proficiency and engagement in reading in English? 3) Is there any relationship between prior knowledge and topic interest? 24 public junior high school students (17 eighth graders and 7 ninth graders) in Nagoya city, Japan participated in the study. They selected three from twelve different reading topics by themselves: two of them were topics they were interested in and one of them was a topic they were not interested in, and read them all. After reading them, the students answered the questionnaires measuring the flow state and the question of the existence of prior knowledge for each topic. These results suggest that topic interest would have effect on engagement in reading in English regardless of reading proficiency in English and prior knowledge of the topics for Japanese junior high school students.

B-2

Using Expectancy-value Theory for Examining Washback in a TOEFL iBT Preparation Course at a Japanese University

Tatsuro Tahara

Waseda University

This study explored the suitability of the Expectancy-value Theory as a tool to explain the washback of English language tests on learning outcomes in a Japanese university context. The descriptive statistics for Likert-scale questionnaire items concerning expectation of a success and value that learners attach to satisfying a target score of 80 on the TOEFL iBT® test suggested the appropriateness of the theory. However, a content analysis of an open-ended questionnaire items concerning their motivation in the course showed that other motivational factors should be incorporated into the Expectancy-value model.

B-3

The relationship between depth of vocabulary knowledge and vocabulary learning strategy used by Chinese ESL learners in a study-abroad context

Xiaofei Liu

Waseda University

The purpose of this study was to investigate the relationship among the depth of vocabulary knowledge, L2 vocabulary learning strategies and L2 contact in a study-abroad context. A total of 165 Chinese ESL students who were in the process of completing their master's study at a British university participated in the research. Quantitative data was collected via questionnaire surveys, which comprised the Language Contact Profile measure (Freed et al., 2004); the Vocabulary Learning Questionnaire (VLQ5, Version 5) (Gu, 2005), and a vocabulary test developed on the basis of the Word Associates Format (WAF) created by Read (2000). An Exploratory factor analysis revealed five types of vocabulary learning strategies commonly used by the sample: contextual guessing, dictionary strategies, selective attention, consulting dictionary for meaning, and taking notes. A stepwise regression analysis showed that the variables of contextual guessing and dictionary strategies were positive predictors of vocabulary knowledge depth. It also revealed that the gain of the depth of vocabulary knowledge was positively predicted by the variables of interacting and reading in English.

**Session C** (13:00-14:30)

C-1

The Classification of Thai Amplifiers: A Cognitive Linguistic Perspective

Maliwan Bunsorn and Tongtip Poonlarp

Chulalongkorn University

The study aims to introduce the classification of Thai amplifiers based on the cognitive linguistic perspective. The data were collected from six Thai fictional works. It was found that Thai amplifiers were largely metaphorical by nature. As a consequence, the classification involved two categories: weak and strong amplifiers, depending on the conventionality of actual use. The weak amplifiers can be regarded as standard, grammaticalized and institutionalized (Dahl 2004; Poonlarp 2009). They were มาก /mâ:k/ 'very' and its variations e.g. มากมาย /mâ:k mā:j/ 'a lot' มากเชียว /mâ:k tɕhī:aw/ 'very much', etc. These amplifiers had emerged from a semantic domain of quantity. The strong amplifiers can be regarded as strong, non-conventionalized and even creative as they are considered "living metaphors" and show a mark of fictional/poetic language. This involved เหลือเกิน /lʉ̌:a kɤ̄:n/, แสน /sɛ̌:n/, ยิ่ง/jîng/, which can be grouped into various schema, e.g. containment schema and force schema. Therefore, the classification of amplifiers provides a contribution to expressive linguistics and translation studies into other languages i.e. English.

C-2

Consideration of the web-based learning method: regarding English prepositions

Hyowon Song

Busan University of Foreign Studies

This study introduces the currently poplar web-based learning methods and discusses the existing problems despite the advancement of the methods. The web-based learning methods for this study are online dictionaries, web search engines and corpus-based programs, Brigham Young University-British National Corpus (BYU-BNC). The issue for the study is about English prepositions in their use with the verb and adjective. The web-based tools are the typical method taken by the learners, however, they show the prepositions as like an option. Thus, this paper argues that more fundamental approaches such as semantic and syntactic analyses should be overlooked for a completion of the explanation.

C-3

The relationship between word error rate in automatic speech recognition and proficiency of L2 speech

Yusuke Kondo[1], Mariko Abe[2], Yutaka Ishii[1], and Yuichiro Kobayashi[3]

[1]Waseda University, [2]Chuo University, [3]Nihon University

Pronunciation specialists would agree that comfortable intelligibility (sometimes, minimal intelligibility) is an appropriate goal of pronunciation for EFL learners. To achieve such intelligibility, EFL learners should master a set of phonetic properties, which is essential for intelligibility; Not all phonetic properties should be learnt. "Not to achieve native-like pronunciation, but to obtain comfortable intelligibility" is not a new idea. Some models of pronunciation have been proposed on the basis of this idea, but we have no evidence that such models are beneficial for learners. We have not provided learners with an appropriate pronunciation model yet. In this paper, we report on word recognition rates of second language speech by automatic speech in two different tasks, which indicates that the word recognition rate serves as an important information for building pronunciation model for second language.

**Session D** (15:30-17:00)

D-1

Accessing Communication Barriers between Doctors and Patients in the Government Hospitals of Lahore and Peshawar

Tallat Jabeen

Riphah International University

This multi-case multi-site comparative case study aimed to ascertain communication barriers between

the doctors and patients in the government hospitals of Lahore and Peshawar. It explored the relationship between (a) doctors interpersonal skills and patients' age (b) doctors-patients' cultural competence and language (c) doctors' communicative competence and patients' social class (d) patients' choice of doctors with doctors' gender, in the selected cases. The survey questionnaire was used as an instrument to collect the data from the sample of 385 patients. Further, semi structured interviews of both doctors and patients were conducted to elaborate on finding of the survey. The statistical test did not bring out statistically significant relationship between most of the studied variables. However, the descriptive results and qualitative findings identified a considerable number of patients in both the cases who observed ineffective communication with their doctors. The study revealed that generally socially marginalized class visited these hospitals, who have limited access to the basic health care; for getting it, they become ready to compromise their socio-cultural norms, religious beliefs, language and gender related limitations, that have the tendency to affect patient management and diagnosis. A large sample and a longitudinal study may help to achieve statistically significant results.

D-2

Semantic Analysis of the Japanese Students' Self-reflective Entries of Intercultural Encounters to Find the Developmental Changes of Intercultural Competence

Kahoko Matsumoto

Tokai University

This study compares the degrees of intercultural awareness and competence of elementary school, junior high school, and university students based on the analysis of retrospective entries of intercultural encounters made into the European self-reflective tool, *Autobiography of Intercultural Encounters* (AIE). By comparing the tendencies and characteristics of how each group perceive "otherness" or "foreignness" in intercultural encounters, the type and method of intercultural education appropriate for each level have been considered, which will lead to the creation of maturity-based instructional models. Since it is apparent that the proclivity for stereotyping gradually emerges and seems to strengthen during younger ages, effective intervention or scaffolding in the elementary and junior high school level will be beneficial to raise intercultural awareness and facilitate the avoidance of simplistic overgeneralizations.

D-3

Japanese Returnees' Language Learning and Social Identity After Coming Back

Sayuko Nagasaki

Waseda University

In this presentation, I aim to describe the dynamics of how young sojourners confront linguistic issues

in the "foreign" environment where one must reconstruct their bicultural identity by investigating 1)What are the effects of Japanese returnees' identity shift in second language learning after coming back to Japan?, and 2) How do Japanese returnees' use of English/Japanese language change in order to recover stable social identity? In the preliminary study, the returnee student and his parent were given semi-structured interview respectively. In the findings of preliminary studies, it was made clear that the individual's motivation towards second language learning is heavily affected by the values of a social group in which the individual belongs and the evaluation received by the group matters to oneself the most.

**Session E** (15:30-17:00)

E-1

Expressive Meanings Conveyed by English and Thai Synesthetic Expressions and their Translations

Suparak Techacharoenrungrueang and Sudaporn Luksaneeyanawin

Chulalongkorn University

The study aims to explore the expressive meanings conveyed by English and Thai synesthetic expressions. Previous studies on the English and Thai synesthetic expressions seem to focus only on the forms and the co-occurrences of the sensory modalities in these expressions rather than how the expressions are contextually used to convey the expressive and appellative meanings. The data used in this study were collected from 8 English novels with Thai translations and 8 Thai novels with English translations. It is found that synesthetic expressions in English and Thai convey positive expressive meanings (i.e. LOVE and JOY) and negative expressive meanings (i.e. ANGER, SADNESS, FEAR and DISGUST). SURPRISE seems to be either positive or negative. Interestingly, LOVE and DISGUST from this study tend to be the complicated emotions. The evidence from our study supports the theory that these three emotions, i.e., LOVE, DISGUST, and SURPRISE, are rather non-basic. The findings also align with a number of studies in both cognitive linguistics and psychology of language and emotions. We hope to provide contributions on how expressive meanings are mapped to another language in translation with the two aspects of studies, 1) the transfer of meaning from perception to cognition found in synesthetic expressions; and 2) awareness of translation in the transfer of such expressive meanings in the translation of synesthetic expressions.

E-2

Lexical Priming in Thai Learners with Different Degrees of English Exposure

Suparuthai It-ngam and Sudaporn Luksaneeyanawin

Chulalongkorn University

The present study aims to examine if the organization of the mental lexicon of English in Thai learners are affected by the degrees of English Language Exposure-ELE. Our study selected Thai learners with two distinctive degrees of ELE, the high exposure group and the low exposure group, using the ELE Questionnaire (Luksaneeyanawin et al.) A lexical decision task was used to investigate the semantic priming effect of verb (prime) on noun (target). The pairs of words were in three different conditions: collocation, non-collocation, and combination of words with nonwords (fillers). The findings indicated that L2 learners with different degrees of ELE exhibited different patterns of lexical processing.

E-3

EFL Learners' Speech Production: The Role of the Segmental and Suprasegmental Levels

Lee, On-Soon[1] and Park, Jeongyeon[2]

[1]Dong-A University, [2]Busan University of Foreign Studies

Despite the importance of both segmentals and suprasegmentals in the comprehensibility of L2 speech, little research has examined their roles in EFL learners' speech production. This study examines the relationship between EFL learners' perception of segments (phonemes) and suprasegmental features (pause, stress, and intonation) and their L2 speech. A total of 51 EFL learners completed three tasks: segmental and suprasegmental speech perception tasks and a picture description task. The first two tasks were conducted in a pencil and paper paradigm. In one task with 12 items, they heard a segmental sound, and then selected which word of a minimal pair (e.g., *boat* vs. *vote*) contained that sound. In the other task, participants listened to two passages; they were asked to insert a slash (/) for every pause between sentences or phrases, and to circle emphasized words. In the picture description task, each participant described two pictures, producing 102 (2 x 51 participants) speech samples, which were judged by two experienced L2-English raters. The analysis found a significant relationship between learners' suprasegmental feature perception and their oral performance ($F(1,50) = 10.652, p = .002$), but not between learners' segmental sound perception and their oral performance.

**Session F** (15:30-17:00)

F-1

Citation problems of BA thesis written by Chinese students in English

Tianshuang Ge

Dalian University of Technology

As both a signpost and a fount of knowledge, citation of previous work in the research area is an important part of academic writing. The use of citations constitutes a great difficulty for Chinese BA students in English. Based upon a detailed study of a corpus of 110 BA theses written by Chinese students in English, the present study aims to find the main problems of this group of students in handling citations. Analysis in this study is carried out at two levels: citations on the move and realization of citation – grammatical or lexical features like reporting verb forms and verb tenses. Initial discourse-based analysis helps to know whether Chinese students realize the importance of reference to prior research as an indispensable rhetorical feature of academic writing introductions. Subsequently, corpus-driven analysis provides broader exposure to citation patterns and focus on linguistic features. The two types of approach involve different, but complementary types of work: in the discourse tasks, the focus is primarily on rhetorical function, whereas in the corpus-driven tasks, it is on form. This study provides the enriched input necessary for teachers and students to make the connection between general rhetorical purposes and specific linguistic choices of citations.

F-2

Implementing Differentiated Instruction in EFL Junior High Schools: Obstacles and Challenges

Chih-Jung Hsu

National Taiwan Normal University

The present study aimed to examine the obstacles and challenges in practicing differentiated instruction, a pedagogical approach highly promoted by the Ministry of Education, Taiwan. This study addressed the issues from high school EFL teachers' perspectives. Based on the findings, a more feasible plan for differentiated instruction in EFL junior high schools was provided in the hope of enhancing students' learning in a mixed ability class.

F-3

Written Corrective Feedback: The role of metalinguistic explanation

Yoko Asari

Tokyo University of Science

This study examined how learners benefit from teachers' provision of (a) indirect feedback (only), and (b) indirect feedback accompanied by oral metalinguistic explanation.  91 Japanese EFL university

students completed three writing tasks in the space of nine weeks and were provided feedback on English article errors. Learners in the first group received indirect CF towards the English articles, the second group received indirect CF proceeded by oral metalinguistic explanation, and the third group, the control group, did not receive feedback. The results indicated that the second group, but not the first, was able to make significant increase in the ability to use the articles. It may be the case that, while mere provision of indirect CF may be sufficient in helping learners *notice* the gap between their interlanguage and the target language, it may fall short of making them *understand* the target grammatical rule.

**Poster Session I** (15:00-17:00)

P-1

Korea's Language Policy Responses to Globalization

Bok-Myung Chang

Namseoul University

This study aimed to prove that the language policies of Korea have been changed to meet the needs of the globalized world. The purpose of this research was to examine how English language textbooks reconcile the goals of the language policies of Korea for the promoting of Korea's global participation. As for the research methodology, English language textbook analysis was adopted because English language textbooks approved by the Korean government show the essential elements of Korea's globalization policies, as found in the contents of the English textbooks. The 6 middle school textbooks published in 2015 and 2017 (two books in each grade) were analyzed, focusing on the topical construction and cultural contents. The results of the textbook analysis showed that the topics of textbooks were diverse and the cultural contents of English textbooks were various so that the cultural awareness of Korean students could be expanded. So the language policies of Korea can be evaluated as appropriate for cultivating the young Korean generation's capabilities so as to participate in the globalized world.

P-2

Successful Employment of Content Based Learning Instruction for EFL University Students

Jack Pudelek

Kwansei Gakuin University

This paper looks at how content based learning can be highly beneficial to English foreign language learners at the university level. It discusses how CBL can assist students to implicitly acquire the target language in much the same way they do with their first language rather than be explicitly taught it.

P-3

Pronunciation Pedagogy and Teacher Cognition: A Case of an EFL Teacher

Kaori Sugita

Graduate school of Education, Waseda University

Over the past few decades, the increasing number of research examined teacher cognition (i.e., knowledge and beliefs) of second language teacher (Baker, 2011), and it has contributed to teacher education. However, there is few numbers of research and courses in which pre-service teachers can learn pronunciation pedagogy through teacher education in Japan. As a result, they are relying on their intuition to teach pronunciation. Therefore, the current study examine a Japanese EFL teachers' cognition and the relationship between the actual teaching practice in relation to teaching English pronunciation. This is a qualitative case study in which data were collected from a semi-structured interview, classroom observation with video recording and filed notes, and stimulated recall interview. Findings reveal that the Japanese EFL teacher has developed teacher cognition especially through her teaching experience and her beliefs is both consistent and inconsistent with her actual teaching practice.

P-4

Student and Teacher Attitude towards a Performance Assessment of College English Courses Connected to Extra-curricular Activities

Myeong-Hee Seong

Eulji University

The purpose of this study was to investigate college students' and teachers' attitude towards a performance assessment connected with extra-curricular activities to see how students and teachers understand it. To do this, a quantitative survey was given to 956 sophomore students who enrolled for an English conversation course at a university near Seoul. The survey was also completed by eight native English instructors who taught the English conversation program at the same university. The results show that both teachers and students agreed on the necessity of a performance assessment connected with extra-curricular activities; Both teachers and students believed that the performance assessment connected with extra-curricular activities was helpful to improve students' general English ability; Students prefer a one-on-one interview to a group presentation, even though they believe the group presentation improves their linguistic ability; Teachers believe the performance assessment connected with extra-curricular activities helps, but do not strongly agree with maintaining the performance test due to a heavy workload. The pedagogical implications were provided.

P-5

Cyclical Blending: a case study of implementation and outcomes

Seiko Oguri, D. Patrick Allen, and Tetsuo Kato

Center for Languages and Cultures, Chubu University

This presentation examines the implementation of a cyclically blended English language curriculum for engineering majors at a Japanese university and the effect such a method has on the design and implementation of activities in both the in-class and out-of-class. It describes a cyclical method of blending course components and materials to efficiently utilize F2F time while helping to build motivation and foster student autonomy outside of class. In addition, the presentation explains the process of cyclical blending its effects on the nature and style of activities in the F2F classes as well as the impact on teachers' lessons and roles.

P-6

Effect of Self-Regulated Strategies on L2: A Meta-Analysis

Unkyoung, Maeng

Ajou University

The purpose of this study is to examine an overall picture of the effect of self-regulated learning strategy (SRLS) on L2 learning by providing reliable common effect sizes. This study also aims to analyze a moderating variable (school levels) on language learning ability. Through a comprehensive search, a total of 32 primary studies were selected and analyzed to compute the effect sizes using Comprehensive Meta-Analysis software. The major findings are as follows: 1) SRLS is effective to enhance the ability of L2. An overall a medium to large effect size are shown. 2) The effect size of SRLS on L2 proficiency shows no moderating effect between school levels whereas the effect size of correlations between SRLS and L2 proficiency was found between middle and high school level.

P-7

A longitudinal study of Kanji recognition, spontaneous air writing and eye movement by Japanese L2

Yoko Okita

International Center, Juntendo University

This study examined the longitudinal changes of correct rates of Kanji recognition tasks, eye movements and spontaneous air writing with 5 beginning and 18 intermediate L2 learners of Japanese from non-Chinese character culture areas (JSLNC). We employed the five different character types, Vague, Pseudo, and Inverted, Real and Korean characters. Vague are based orthographic errors of JSLNC.

P-8

The Role of Processing Difficulty in L2 Grammaticality Judgments

Hye-ryeong Hahn

Seowon University

The present study explores the effect of sentence processibility on L2 grammaticality judgments. In order to see if L2 learners are as sensitive to processing factors as native speakers in judging the grammaticality of a sentence, the present study asked L2 learners of English to rate the acceptability of wh-island constructions in four conditions that varied in their processing difficulty. The processing difficulty was manipulated by two factors—(a) the properties of the fronted wh-element and (b) the intervening materials between the fronted wh-phrase and its gap (i.e., filler-gap distance). The fronted wh-element was either a wh-pronoun or a *which-N* phrase; the NP arguments that intervened between the fronted wh-element and the gap was either pronouns or lexical NPs. The results showed that the native speaker group's ratings of wh-island sentences were sensitive to the processing factors: they rated the constructions with the lowest processing demand as most acceptable and those with the greatest processing demand as least acceptable. On the other hand, the Korean L2 learners did not display the same kind of sensitivity to the processing difficulty in judging sentences. The learners, including the high-proficiency group, rated the island sentences with the more intervening lexical materials as more acceptable despite of their high processing costs.

P-9

A Comparison of Syllabic Consonants on Multilanguage: Southern British, Japanese, and Korean Speakers

Kwanyoung Oh

Division of International Studies, Chonnam National University

This study investigated the syllabic consonants of three languages to confirm that the syllable structures of native languages may affect the articulation of each of the language's speakers, and Koreans, having learned English as a second language, may show some differences in the articulation of the syllabic consonants. The results of this study were consistent with the assumption regarding the native languages' effects, regardless of the period of English education.

P-10

Undergraduate students' socialization into applied linguistics:

An analysis of language-learning autobiographies

Junko Imai[1], Ai Iwasaki[2], Kei Kitamura[3] and Kiho Sekizuka[4]

Juntendo University

This poster reports our ongoing learning and teaching in an undergraduate applied linguistics seminar. The seminar students reflect on their language learning experiences in comparison with those of other learners and relate the experiences to first and second language acquisition theories that they have learned so far. The instructor introduces the seminar content, including its syllabus, assignments, and activities. Based on changes reflected in the students' language learning autobiographies, the instructor further reports her observation of their disciplinary socialization into applied linguistics and their second language writing development.

P-11

A study of the differences of the effects of learners' different L1s 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' different L1s in the process of learning the usages of English preposition "of" from the perspective of cognitive linguistics. In Wachi (2016) and Wachi (2017), we examined how different the effects of the correspondences to English preposition "of" in subjects' L1s ("-no" in Japanese and "-ui" in Korean) were, in learning the usages of it. The results were, against our expectations, L1s of both groups constrained similarly (both positively and negatively) for understanding the meanings of "of", while there seemed to be a little differences between two groups in the network of the meanings of the target preposition.

Based on these results, in this study, we examine how their L1s affect their making network of the meanings more clearly with the data from the subjects among different L1s.

P-23

L2 Sound Perception and Lexical Knowledge

Jayeon Lim[1] and Misun Seo[2]

[1]University of Seoul, [2]Hannam University

This study examined the relationship between the perceptual ability of L2 sounds and lexical knowledge. To this end, Korean learners' perceptual ability of English tokens containing /s/ and /ʃ/ was measured along with their lexical knowledge of the tokens. The results indicated that Korean learners' friction ratio of /s/ and /ʃ/ was

significantly longer for the accurately perceived tokens than for the inaccurately perceived tokens. Additionally, in case when Korean learners showed accurate perception of English tokens, their production of target sounds was influenced by their accuracy of lexical knowledge.

**22nd, Aug.**

**Session G** (9:00-10:30)

G-1

Teaching and learning of primary children's literacy skills through distance modes

Chao-jung Ko

National University of Tainan

This study examines the factors influencing primary English learners' literacy skills teaching and learning through distance modes. It includes two teaching and learning (TL) situations. In the first TL situation, 28 English-major students deliver English lessons to 18 sixth-graders of one Taiwanese primary school through Skype. In the second TL situation, 37 English-major students observe their colleagues' teaching on site and the primary children' learning through Skype. The data of the study is collected from the researcher's class observation, the teaching demonstration video recordings, the university students' observation and reflection records, and the primary children's journal writing. The findings of the study will be reported in this presentation.

G-2

The Effect of Using CAN-DO lists on EFL Learners' Proficiency and Awareness

Junko Kobayashi

Kanagawa Prefectual Tsurumisogo High School

This study attempts to examine the effect of using CAN-DO lists on (a) EFL learners' proficiency, as measured by the TOEIC Bridge test, and (b) their awareness, in terms of their CAN-DO self-evaluation results and in terms of the results of a motivation questionnaire addressed to them. Two CAN-DO lists were used for the study: one focusing on communication and one on grammatical points.

The research questions were 1) Which of the two CAN-DO lists contributes to the improvement in students' English proficiency and motivation? 2) What do students think of using a CAN-DO list to judge their English ability? The participants of this research were 66 third-year students, enrolled in two classes, at a high school in Japan. In May 2017, they took the simplified TOEIC Bridge test, assessed their own English proficiency using a CAN-DO list, and answered a questionnaire about motivation made up of Likert scales. In July, they also took the TOEIC Bridge, self-assessed their English using a CAN-CO list, and answered a motivation questionnaire. Moreover they answered a qualitative questionnaire about using a CAN-DO list.

G-3

An examination into how CLIL can contribute to a young child's heritage language and cultural identity: A case study of a Japanese language school for Anglo-Japanese children in the UK

Barry Kavanagh

Tohoku University

CLIL (Content and Language Integrated Learning) is an innovative language education approach to language teaching and learning which borrows from sociocultural theory. This study examines an UK school run by volunteers that teaches the Japanese language through immersion and cultural education to bicultural bilingual children born to English and Japanese parents. The education principles and objectives the school adopts reflect the dual focus of CLIL whereby the foreign language is employed for the learning and teaching of both content and language. Using data from teacher interviews, class observations and discussions with the pupils themselves, the CLIL approach of teaching culture and cultural customs through the medium of the child's heritage language was examined in both how the children's Japanese language improved and how it reinforced their sense of identity as being Anglo-Japanese. Data showed that these young children grow-up confident, positive and proud of their double identities and heritage language.

CLIL, it is argued can be an effective pedagogy for the teaching and learning of heritage languages as well as in shaping cultural affiliation and identity.

**Session H**    (9:00-10:30)

H-1

Exploration of Modals as a Hedging Device in the Academic Text Written by International Postgraduate Students: A Multiple Case Study

Yuichiro Nego

Waseda Shibuya Senior High School

This paper aims to investigate how international postgraduate students (IPS) use the possibility modals as a hedging device (i.e. can, could, may and might) in academic writing in comparison with native counterparts. Moreover, it explores factors which may cause differences between the two. For the investigation, native (NW) and non-native writers' (NNW) corpora were compiled. Moreover, a questionnaire survey was conducted to those IPSs. One of the major findings is that *can* was overused by the IPSs partly because of L1 transfer. Another finding is that the L1 background and learning experience might affect the use of the modals while proficiency did not seem to have a strong impact on it.

H-2

Japanese High School English Teachers' Perspectives on Classroom Writing Assessment Criteria

Yoko Suganuma Oi

Waseda University

The present study aimed to clarify the role of assessment criteria for writing in the classroom. A total of 61 Japanese high school English teachers participated in the study and responded to a questionnaire to rank order various criteria often employed for assessing student writing in various test. After that, semi-structured interviews were conducted with seven of the survey respondents, who provided detailed comments about (1) how they actually assessed students' English writing in class and (2) how they conceptualized the relationship between the assessment criteria and instructional content. Results showed that the teachers perceived task fulfillment and coherence as the most important writing assessment criteria as opposed to other components such as language use. However, some teachers were facing the difficulty in balancing between instructional content and assessment criteria.

H-3

Test-taking Strategies in Skills-integrated Writing Tasks

Taiko Tsuchihira[1] , Kahoko Matsumoto[2] and Kei Miyzazaki[3]

[1]Seitoku University, [2]Tokai University, [3]Tokai University

The purpose of this study is to see how test takers tackle with skill-integrated test items, especially writing tasks. The results showed the unfamiliarity of Japanese learners with skills-integrated assessment, and the lack of their writing ability. There is a strong need to consider and discuss how to introduce skills-integrated writing assessment in Japan.

**Session I** (9:00-10:30)

I-1

Fostering Creative and Critical Thinking Skills – Analysis of the International Baccalaureate's EFL Approaches -

Yuya AKATSUKA

Waseda University Honjo Senior High School

In this paper, I focus on the educational methodology used in the foreign language course Language B, which is part of the Diploma Programme (DP), offered under the International Baccalaureate®. I will summarise the findings of my analysis of the learning materials and instruction methods used in this course. A key finding of this analysis is that the course emphasises the nurturing of 'Higher Order Thinking Skills' (Anderson & Krathwohl, 2001), with numerous techniques utilised throughout the course for the purposes of fostering students' capacity for critical thinking. Although further research is

required to establish the degree to which the course succeeds in instilling this kind of thinking in students, I suggest that this focus on critical thinking skill development may have implications for the teaching of English in Japan.

I-2

English for Specific Purposes: Sport-related Students' English Learning Awareness

Eunhee Han

Korea Nazarene University

The purpose of this presentation is to discuss the sport-related students' English learning awareness. The study participants were all Taekwondo related department college students in Korea. Out of 300, 251 were analyzed. The survey was constructed by using a 5 scale Likert questionnaire. The follow-up interview was conducted. The study result shows that the majority of students are well aware of the importance of English learning due to the possible frequent interaction with foreigners. Their major takes an important role to take English courses. Pedagogical implications will be discussed.

I-3

Korean Pre-service Elementary School Teachers' Perceived Competence and Beliefs about English Language Teaching Skills

Hyun Jin Kim

Cheongju National University of Education

The present study aims to investigate Korean pre-service elementary school teachers' perceptions about their English language teaching skills and their beliefs about what are good language teaching skills. For the purpose, 81 Korean pre-service elementary school teachers from three different majors such as physical education, practical course education and elementary education participated in the study. They were asked to participate in microteaching and reflection sessions and respond to the survey about their perceived competence and language teaching skills before and after microteaching. Their teaching skills were evaluated and the data from the reflection sessions and survey were collected and analyzed. The findings from the study are as follows: there are differences in pre-service teachers' English language teaching skills across majors; there are also differences between the pre-service teachers' perceptions and beliefs and differences between their perceived competence and actual competence in English language teaching.

**Keynote II** (10:30-11:30)

EIL Education for the Asian Expanding Circle

Nobuyuki Hino

Osaka University

As "varieties of English at the post-Anglophone stage" (Kirkpatrick, 2010) are increasingly recognized today, it is becoming almost imperative for ELT (English Language Teaching) to respond to such a new linguacultural situation. However, this is by no means an easy task for those involved in ELT in the Expanding Circle such as Japan and Korea, when even their counterparts in the Outer Circle, equipped with their own indigenized Englishes, are still struggling to overcome the traditional native speaker orientation. For this purpose, rationale and guidelines need to be clearly identified for ELT teachers and administrators. In this speech, employing the revised framework of EIL (English as an International Language) (Hino, 2018. cf. Smith, 1976, 1978, 1981) which also integrates the concepts of WE (World Englishes) (Kachru, 1985) and ELF (English as a Lingua Franca) (Jenkins, 2000, 2015; Seidlhofer, 2011) with the Japanese philosophy of *kokusai-eigo* (international English) (Kunihiro, 1970; Suzuki, 1975), I will discuss key principles, with some practical examples, for EIL education in the Asian Expanding Circle.

**Session J** (13:00-14:30)

J-1

To What Extent Can EFL Learner's Writing Skill Improve by Receiving Metalinguistic Feedback and Unfocused Revised Articles?

Ning Kan

National Taiwan Normal University

The efficacy of written corrective feedback (CF) has always been a heated debate among language teachers. However, which type of CF benefits language learners the most has yet been discovered. This case study aims to probe into the effectiveness of metalinguistic CF as to what extent can this help improve L2 leaners' writing skill. The design of the study uses unfocused example articles written by teacher as an assisting tool. This is a longitudinal case study lasted for 4 months. The findings suggest that metalinguistic feedback has positive influence on the participant's writing accuracy and the revised articles also help enhance the essay structure and organization in the narrative genre. This study concludes a practical teaching method for writing pedagogy in EFL context.

J-2

Identities of English language lecturers in universities of mainland China: A multiple case study

(Mark) Feng Teng

Hong Kong Baptist University

China is the largest country involved with teaching English as a foreign language (EFL) and English language lecturers are the largest group of teachers in university. In China, a lecturer is an academic rank below associate professor. While recent education reform across the globe has increasingly focused on the professional practices of lecturers, the identity development of English language lecturers—who play a pivotal part in the development of teaching, research, and English teacher education—becomes an emerging topic in higher education. The present study, drawing upon communities of practice (Wenger, 1998), aims to bridge these gaps, with a focus on using identity as an analytical lens to examine the identity construction experiences of one group of English language lecturers in the contested and ever-shifting contexts of teacher education and higher education in mainland China. Data were triangulated through narrative frames, interviews, documents, and observation, and were analyzed through the "bottom-up" and "top-down" approaches. The findings revealed a wide array of identity options that the participants chose to identify themselves with. Identities included "guide", "innovator", "bottom-line worker", "teaching machine", "factory-line worker", "fisherman", and "paper machine". The present study adds new knowledge to the complex and contested nature of lecturer identity.

**Session K** (13:00-14:30)

K-1

Analysis of the Course Evaluation Results of an ELF Class

Yuji Nakamura[1] and Adam Murray[2]

[1]Keio University, [2]University of the Ryukyus

This paper discusses the results of the end of course evaluation questionnaire of an ELF class. From the eight questionnaire items form two (spring and autumn) iterations of the course, two items were mainly focused on: 1) the instructor's manner of talking was easy to follow, and 2) the speed of English spoken in class was appropriate. The results show that more of the autumn semester students tended to "strongly agree" with both items than spring semester students.

K-2

Corpus-based descriptions of certain aspects of the lexical and phonological characteristics of eight varieties of World Englishes

Leah Gilner

Aichi University

This presentation will provide an interim report on an ongoing investigation into corpus-based approaches to the description of world Englishes and English as a lingua franca phonology. The relevance of the investigation resides in the fact that linguistic description of the English language has historically been based on a limited, and limiting, perception of the object of inquiry framed within conventions and behaviors claimed to be exhibited, and solely exhibited, by typically monolingual, mother tongue speakers. The rapid and extensive diversification of speakers who use English to communicate with one another has effectively overwhelmed established frameworks. This investigation approaches the task of descriptions by targeting the lexical and phonological domains and seeks to augment currently available descriptions with a functional, usage-based dimension.


K-3

Perceptions of English as an international language among Korean EFL students

Ju Seong Lee[1], Yuji Nakamura[2], Kilryoung Lee[3], and Hideki Okabayashi[4]

[1]University of Illinois, [2]Keio University, [3]Hankuk University of Foreign Studies, and [4]Meisei University

This study investigated perceptions of English as an International Language (EIL) among Korean EFL students. It also examined factors that influenced their perceptions. To this end, English majors ($n = 206$) and non-English-major students ($n = 172$) completed a survey, along with follow-up interviews. The quantitative results showed that English majors, in comparison to their non-English-major counterparts, held more positive perceptions toward varieties of English and multicultural communication strategies. The qualitative data found that teacher-structured EIL pedagogy and student-driven EIL experience in extramural digital settings might have affected the discrepancy in their EIL perceptions.

**Session L** (13:00-14:30)

L-1

Development and validation of English as an international language perception scale

Ju Seong Lee[1], Yuji Nakamura[2], Kilryoung Lee[3], and Hideki Okabayashi[4]

[1]University of Illinois, [2]Keio University, [3]Hankuk University of Foreign Studies, and [4]Meisei University

Although studies on English as an international language (EIL) perception have received much attention among EIL scholars, to date, there is no validated EIL Perception Scale (EILPS) that EIL researchers and practitioners can employ in an accessible fashion. To address this gap, this study develops and validates EILPS through Exploratory and Confirmatory Factor Analyses with Korean EFL students ($n$ = 555). This study produces a four-factor solution that constitutes *Current Status of English*, *Varieties of English*, *Strategies for Multilingual and Multicultural Communication*, and *English Speakers' Identity*. These results contribute to helping ELT professionals utilize a validated EILPS for measuring EIL perception in an approachable manner.

L-2

Verbal Features in Written Singaporean English and Syntactic Influence from Substratum Languages

Steven Robert Adam

Nanyang Technological University

This paper addresses the possible roles that ethnicity and linguistic background play in the verbal features of written Singaporean Academic English (SAE). It examines specific verbal features of SAE, starting with a discussion of SAE usage patterns in tense and aspect. Following this, it examines a cluster of patterns in the use of the subjunctive mood. Throughout, attention is given to the possible influence of substrate languages on the syntax of written SAE, its relation to research on spoken Colloquial Singaporean English (CSE), and pedagogical implications for SAE writing.

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

P-12

A Study of L2 Writers' L1 in L2 Writing: Performance and Strategies

Hyesook Park

Kunsan National University

This study explores how Korean EFL writers use their L1 when they composing in their L2 by analyzing their writings, the questionnaire and interviews. Nineteen college students performed four writing tasks in class and completed the questionnaire with five out of them joined the interview sessions. Analyses of their writings revealed that there were not any statistically significant differences between the two

writing mode (direct vs translated mode), regardless of the genre of writing. The responses to the questionnaire and interview reflected that college students were inclined to prefer the direct mode to the translated mode, and that they "visibly or invisibly" used their L1 as a useful resource when composing in L2, though the extent and manner of L1 use varied with the learners' L2 proficiency and learning experiences. Some pedagogical suggestions are addressed in the end.

P-13

A Case Study on a Holistic Short-Term English Abroad Program for College Students

Eun-Mi Yang

Kkottongnae University

The aim of this study is to describe, document and understand a short-term English abroad program as a model of a holistic language program for college students. The study was further aimed at discovering the cases surrounding the lived experiences of my eleven participants as a college language learners during their 1-month stay in a foreign country where English was a medium for communication. This qualitative research used a blend of narrative and case study methodologies. It included multiple data sources such as classroom observation, students' journals, follow-up interview, and other related documents for a period of 5 months from January to May 2018. Data analysis was conducted according to the following procedures: a) preparation and organization of the data; b) reduction of data into themes; c) coding and condensing of the codes; d) final representation of data. Particular attention was paid to the holistic nature of this educational program where interconnections and relationships are focused. Students' experience of 'interconnectedness' and 'relationships' found on the interviews and journals was categorized, and from which interconnecting themes were emerged. The students felt a deep sense of connectedness on all the phases of their experiences including with their peers, teachers, Philippine buddy students, and the people they met through community outreach, which naturally led them to find identity, meaning, and purpose in their lives. In addition, they met a real world where they experienced a sense of joy and happiness surrounding the foreign people, foreign language and foreign situations.

P-14

Students and Teachers' Preference towards Cultural Topics and Contents in Korean University English Language Classrooms

Myeong-Hee Seong

Eulji University

The topics and contents in English language textbooks affect students' motivation toward learning language and the integration of cultural components into language teaching can increase motivation in a language class. The purpose of this paper was to investigate students' and teachers' preference towards

cultural topics and contents in university English language classrooms. The research questions were: What cultural topics do students prefer to study?; What cultural topics do teachers prefer to teach?; Do these topics align with what research says are optimal topics for culturally competent study? Both qualitative and quantitative data were gathered via questionnaire to students and teachers. Based on the findings, topics that would be optimal were suggested for future university EFL textbook content creators. The pedagogical implications and future directions of the study were discussed.

P-15

Student and Teacher Attitude towards a Performance Assessment of College English Courses Connected to Extra-curricular Activities

Myeong-Hee Seong

Eulji University

The purpose of this study was to investigate college students' and teachers' attitude towards a performance assessment connected with extra-curricular activities to see how students and teachers understand it. To do this, a quantitative survey was given to 956 sophomore students who enrolled for an English conversation course at a university near Seoul. The survey was also completed by eight native English instructors who taught the English conversation program at the same university. The results show that both teachers and students agreed on the necessity of a performance assessment connected with extra-curricular activities; Both teachers and students believed that the performance assessment connected with extra-curricular activities was helpful to improve students' general English ability; Students prefer a one-on-one interview to a group presentation, even though they believe the group presentation improves their linguistic ability; Teachers believe the performance assessment connected with extra-curricular activities helps, but do not strongly agree with maintaining the performance test due to a heavy workload. The pedagogical implications were provided.

P-16

A Case Study of Self-Access Language Learning and Learner Development

Eiichiro Tsutsui

The University of Kitakyushu

The purpose of this study is two-fold. First, we observe how EFL learners deal with independent learning by examining learner logs qualitatively and quantitatively. In so doing, we make use of written data available in the weekly journals and access logs on the learning management system. Second, we monitor learner development in terms of proficiency test scores and planning skills (i.e., goal setting) for two semesters. This study makes an attempt to profile both high- and low-achievers. It is of high interest to see how they are trying to make progress and advance to the next level.

P-17

Well-formedness of long-distance dependencies in English wh-sentences

Masanori Oya

Mejiro University

This presentation reviews the well-formedness of long-distance dependencies in English wh-sentences within the framework of Dependency Grammar and Copy theory.

P-18

Practice and Possibilities of CLIL in Junior High Schools in Japan: An Investigation of Self-Assessment in Cross-Curricular Learning

Yuko Tominaga

Seisen Jogakuin College

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.   The participants were 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, and the result indicated that the learners of the experimental group were able to enjoy learning English referring to their background knowledge they had.

P-19

A Study on Evaluation of Vocabulary knowledge and Size of Junior High School, Senior High School and University Students from the perspective of CEFR-J

Norifumi Ueda[1], Eiichiro Tsutsui[2], Kazuharu Owada[3], and Kota Wachi[4]

[1]Komazawa University, [2]The University of Kitakyushu, [3]Ritsumeikan University, [4]Shiba Junior/ Senior High school

This case study examines (1) how many words Japanese learners of English at each level of CEFR know and (2) how different their knowledge on phrasal verbs is between the Japanese learners at different English proficiency levels. We conducted two experiments: One is to evaluate the width of vocabulary knowledge of Japanese learners of English at the different English proficiency levels, and the other, to examine the knowledge of phrasal verbs in the different CEFR levels between Japanese learners of

English at different proficiency levels of English. The participants in the experiments are students of junior and senior high school, and undergraduate and graduate university students. The range of the proficiency levels of English of the participants were from A1 to B2 in CEFR.


P-20

Japanese EFL learners' metalinguistic knowledge of transitivity of English verbs: A questionnaire survey

Kazuharu Owada[1], Eiichiro Tsutsui[2], and Norifumi Ueda[3]
[1]Ritumeikan University, [2]The University of Kitakyushu, [3]Komazawa University

Japanese university students learning English are said to have difficulty acquiring two types of unaccusative verbs: alternating unaccusative verbs and non-alternating unaccusative verbs (e.g., Hirakawa, 2003). One of the reasons might be attributed to the fact that they have not received enough grammar instruction on the transitivity of such verbs.

The purpose of this paper is to discuss the results of an online questionnaire survey on how well first-year university students understand the transitivity of verbs. A total of 290 university students participated in this online survey, which was based on Iwasaki (1998). The results suggest that having explicit knowledge of transitivity of verbs alone does not translate well into the actual uses of various verbs.


P-21

EFL Learners' Motivational Dynamics in an Online Joint Class with Oversea Students

Satoshi Yoshida
Waseda University

From the perspective of Dynamic Systems Theory (DST: e.g., de Bot, Lowie, & Verspoor, 2007), this study investigated the dynamic, ever-changing nature of L2 motivation among EFL learners in an online joint class with oversea students. The purpose of this study was two-fold; (1) to examine if DST approaches can help capture three key aspects of motivational dynamics (i.e., *change*, *stability*, and *contextual dependency*) in the class and (2) to discuss conceptual issues associated with DST approaches. For the real-time assessment of their L2 motivation, this study used an instrument called Motometer (Waninge, Dörnyei, & de Bot, 2014) and video-recorded the joint class. The participants were 5 EFL learners who were enrolled in the joint intercultural communication class offered at a private university in Tokyo, Japan. The results showed that the DST approach employed in this study can be used to describe the three core aspects of motivational dynamics in the class. At the same time, however, the results also indicated the difficulty to interpret the resulting degree of motivation self-reported in Motometer, suggesting the necessity to reconsider the conceptual and operational definition of

motivation for the real-time assessment of L2 motivation in actual classroom settings.


P-22

L2 speech perception: An effect of listener's L1 background on comprehensibility judgement

Shuhei Kudo

Graduate School of Education, Waseda University

In the recent research and pedagogical fields of second language (L2) teaching, comprehensibility (i.e., ease of understanding) of L2 speech has been regarded as a realistic goal for L2 learners and emphasized for them to accomplish effective communication (Derwing & Munro, 2009; Saito, Webb, Trofimovich & Issacs, 2016). Although previous empirical studies on L2 speech comprehensibility rating mainly used native speaker's judgement, few studies adopted non-native speaker's benchmark (i.e., various L1 rater's judgement). In this study, a variety of English users who have various L1 background (Japanese, Korean, Chinese) rated comprehensibility of Japanese-accented English speech to investigate whether there is a rating difference among rater groups. The results showed that the comprehensibility judgement scores among three types of raters were significantly different and Japanese raters evaluated Japanese English speech more leniently than Korean and Chinese raters did. The key findings of this study were that L2 accented speech comprehensibility rating by non-native listener was influenced by listener's L1 background, and that a shared-L1 condition between speaker and listener had a positive effect on L2 speech comprehension.


P-24

A Study on Self-Directed Learning Readiness of EFL Students in Korea

Hyung-ji Chang, Won-mee Kim, Nan-young Kim and Sung-Kyu Yun

Sun Moon University

The present study is aimed at investigating on the Self-Directed Learning Readiness (SDLR) of College EFL students in Korea. For the study, 377 students were asked to complete the self-directed learning readiness scale (SDLRS) (Guglinoms, 1977) and collected data were analyzed in terms of 7 factors; gender, age, nationality, major, English proficiency level, GPA and a participation in learning strategy training program. SDLRS is a questionnaire with Likert-type items, asking attitudes, skills and characteristics that comprise an individual's current level of readiness to manage his or her learning. According to the manual of SDLRS, the scale indicates the below average score for SDLR for the general adult population is between 58 to 201, the average score for SDL readiness is between 202 to 226 points, and the above average score for SDLR is 227 to 290. In the result, participants reported the below average point, which indicates they have a lack of problem solving ability, creativity and change. It is implied in the language learning classroom that learners with below average points prefer very structured learning options such as lecture and traditional classroom settings.

**Keynote III** (15:00-16:00)

Teaching Critical Thinking to EFL Learners

Hiroshi MATSUSAKA

Waseda University

Today the importance of speaking skills is emphasized in the EFL classroom in Japan as never before, and this tendency is like to be intensified even further from now on.    At the moment, however, learners are generally not given much training with a specific focus on speaking with logical clarity or examining an argument critically.    This lecture is intended to report on an attempt to teach a university-level EFL course which centres on critical thinking and debate.    It will outline the syllabus followed and give examples of exercises used.    Reference will frequently be made to the Toulmin Model of Argumentation, which is applied to many of the exercises, in its simplified form and with technical terminology kept to a minimum.    Typical problems that learners tend to face in the course of their work will be discussed, together with possible solutions.

**23rd, Aug.**

**Symposium** (10:30-12:00)

World Englishes and English Education

Andy Kirkpatrick (Griffith University)

Hikyoung Lee (Korea University)

Nobuyuki Hino (Osaka University)

Prospects for the development and diffusion of original Englishes in the Expanding Circle

Nobuyuki Hino

Osaka University

In this talk, I will mainly focus on the issues of models of English for the Expanding Circle. It has been 90 years since Japanese lexicographer Hidezaburo Saito pointed out the need of endonormative English for original cultural representation, by claiming that "the English of the Japanese must, in a certain sense, be Japanized" (Saito, 1928). However, almost a century later, Japan is still far from the realization of this dream, as in any other part of the Expanding Circle. With Japan as a primary example, this presentation will discuss the prospects for the development and diffusion of original Englishes in the Expanding Circle, which are required to be capable of expressing indigenous values as well as internationally communicative.

The (Non)Incorporation of World Englishes in English Education in Korea

Hikyoung Lee

Korea University

In this talk, the (non)incorporation of World Englishes in English education in Korea will be discussed. Past studies on World Englishes in Korea will be introduced. In addition, the English variety, Standard American English (SAE), used in officially sanctioned textbooks in Korea will be examined. Lastly, attempts by the Korea University-Waseda University Cross-cultural Distance Learning Project (KUCCDL) to expose university students to World Englishes will be presented. Lastly, implications for the (non)incorporation of World Englishes in English education in Korea will be examined from a pedagogical perspective.